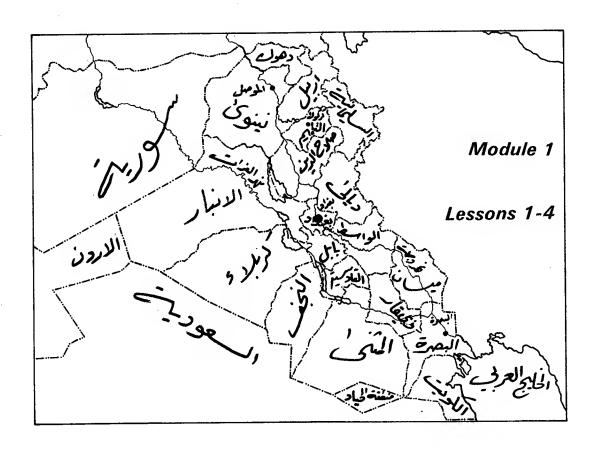
ARABIC IRAQI COURSE



SEPTEMBER, 1983

DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

ABBREVIATIONS USED IN THIS MODULE

f. feminine

ID Iraqi

m. masculine

MSA Modern Standard Arabic

pl. plural

SATTS Standard Arabic Technical Transliteration System

sing. singular

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MODULE 1 OBJECTIVES

Upon successful completion of this module, the student will be able to understand and carry out conversations in the Iraqi dialect including the grammatical features and vocabulary of Module 1, and based on the following topics or situations:

Lesson 1: Greeting People

Lesson 2: Meeting People

Lesson 3: Inviting and Visiting People

Lesson 4: A Visit to an Office

To evaluate successful completion of the module, the student will be given a Module CRT (Criterion Referenced Test) according to the following specifications.

LISTENING COMPREHENSION

Part 1. Given 10 recorded Iraqi sentences, the student selects the best English translation from 4 printed choices. Minimum acceptable performance is 70 percent.

Part 2. Given 10 recorded Iraqi sentences, the student selects the best Iraqi response from 4 choices which are printed and also recorded. Minimum acceptable performance is 70 percent.

Part 3. Given a recorded Iraqi dialogue, the student gives English answers to 10 written English questions. Minimum acceptable performance is 70 percent.

MODULE 1 OBJECTIVES

WRITTEN INTERPRETATION

Given 10 recorded Iraqi sentences, the student translates each sentence into written English. Minimum acceptable performance is 70 percent.

DICTATION

Given 10 recorded Iraqi sentences, the student uses SATTS to write each sentence verbatim. Minimum acceptable performance is 70 percent.

SPEAKING

Spoken Interpretation. Given a recorded dialogue between an Iraqi who speaks ID and an American who speaks English, the student orally interprets for both speakers. Minimum acceptable performance is 70 percent.

Role Playing. Given a situation in which the instructor plays the role of an Iraqi, the student responds in ID to the instructor's lines. Minimum acceptable preformance is 70 percent.

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COMMUNICATIVE EXCHANGES

FRAME I

Noori visits his friend Ramzi.

رو مره مره الفراد والمادي المادي المادي

ا المام الما

رُمْزِي : صَبَاحُ ٱلنَّوْرُ أَهُلاً وَسُهُلاً ٠

نوري : اشلونك ؟

مه مه متر ين الرموده موري موده و و مراي الموده و مراي المدونه و المراي المدونة و المراي المدونة و المراي المدونة المدونة و المراي المدونة المراي المدونة المراي المدونة المراي المدونة المراي المدونة المراي المراي

رمزي : شكرًا كَتْرُ ٱللَّهُ خِيرُكُ •

FRAME I



TRANSLATION

Noori: Good morning, Ramzi.

Ramzi: Good morning, Noori, and welcome.

Noori: How are you?

Ramzi: Well, thank you. How are you and your family?

Noori: By God, we are all well, thank God. Would you sit down?
Do you like something to drink?

Ramzi: Thanks. God bless you.





1. The standard morning greeting in Arabic is صباح الخير . That is true of all dialects as well as MSA. However, السلام عليكم is used anytime. The difference between ID and MSA is only in pronunciation. The word مباح الخير is pronounced مباح الخير when it is not used in the phrase مباح الخير . The response in ID is one of two.

Example:

| Greeting | صباح النير |
|----------------------------|------------------------------------|
| Response | َ مُ مُّ مُّ مُّ صَساح الْخِيرَ |
| (or) | |
| Response (Bright morning.) | رہ ھہ و ہ صباح النور |

Sometimes, for added hospitality, an additional greeting, like , is added.

- ع. The compound اشلونك is composed of .
- a. The interrogative on means "how" or "what." In pronunciation there is very little emphasis on the first letter.
- b. Literally means "color." However, in this situation it is interpreted to mean "condition."
- c. is the MSA pronoun suffix i, second person singular, masculine.

 In ID, it has a sukuun. For the feminine counterpart, it is a heavy c,

 like the "ch" in "church." For the second person dual and plural in both

 genders, it is i, like the MSA second person masculine plural suffix.

LESSON 1 EXPLANATORY NOTES

For the third person dual and plural in both genders, it is , the MSA third person masculine plural suffix.

- 3. It is part of the culture to thank God, especially for good happenings, fortune, health, and so on; thus, المُعَدُ اللهُ زيان . The word زيان means "well," "good physically," "graceful" or "comely," and although it is a good MSA word it is used mostly in the dialect. نبيد is more often used in MSA.
- 4. It is a cultural trait that one asks, in response to a greeting, about the health of the other person's family, too.
- 5. The phrase کلیتنا زینین means "We are all well." کلنا is ID for the MSA کلیتنا زینین and کلیتنا نینین with a sukuun on the second radical. Notice the plural زینین this is the pattern in ID for forming sound masculine plural. It is always ون but never ون as in MSA in the nominative case.
- 6. The phrase اتفضّل استریب , literally means "Rest up, please." Notice in both اشلونىك , as in اشلونىك above, the I is very light.

 These two verbs are in the imperative.
- 7. The interrogative in تشرب فد شي is sometimes implied by intonation.

 This form is possible in ID because the dialect is the spoken language while MSA is written.
- 8. Notice in تحب تشرب فد شي that the two verbs are used back-to-back without the use of فد شي , as in MSA. فد شي is strictly dialect, meaning "something." See Summary.
- 9. اَ كَثُـرُ اللَّهُ خِيرُكُ is the expression "Thanks." كثـر اللَّهُ خِيرُك is used a lot. Literally, it means "May God bestow a lot of good things upon you."

DRILLS



One

To be completed outside class. Repeat after the model. (Note that the Arabic numbers correspond to the items in Explanatory Notes.)

Good morning.

• صَبَاحُ الْخِيرُ • إِلْخِيرٌ مُرَّهُ مُهُ و صَبَاحِ الْنُورِ • صَبَاحِ الْخَيرِ أَهْلاً وَسَهَلاً

How are you?

م، وير م ۱۰ اشلونك ؟

إش أونك أونك أونك لونك الونك المونك الشلونك الشلونك الشلونك

Well, thank you.

٥/٥ مرق مرق ٥٢ إلحمد الله زين

And how is the family?

وه و رمه و موود. ٥٠ والاهل اشلونهم : مهرونُ و و اشلونهم

والأهل اشلونهم ؟

We are all well, thank God.

زينين ، زين كُليتنا زينين دير كليتنا زينين كليتنا زينين والحمد الله

Please, have a seat. (m.) (f.) (pl.) You drink something? Do you like to drink something? Thanks. May God bestow good things upon you.

Two Repeat after the model.

Teacher: Good morning.

Students: Good morning; welcome.

Teacher: How are you?

Students: Well, thank God.

Teacher: Please be comfortable.

Students: Thanks.

Three

Repeat after the model.

Layla: Good evening (afternoon), Salman.

tyla: Good evening (arternoon) barman

Salman: Good evening, Layla.

How are you?

Layla: Well, thank God. How are

you and your family?

Salman: Well, thank God.

Thank you.

Four 🖃

Repeat after the model.

Sabiha: Good morning, Layla.

Layla: Good morning, Sabiha.

Sabiha: How is the family?

Layla: Well, thank God;

and how are you?

Sabiha: Thank you, I am well.

Sit down.

Layla: May God make good

happenings for you.

المعلم : صباح النيرّ

التلاميذ: صباح النور اهلا وسهلا .

المعلم: اشلونكم ؟

التلامين الممد اللمين

مره ده ده

المعلم : اتفضلوا استريحوا ٠

لتلاميذ: شُكْراً •

ليلى : إلحمد الله زينة ورسَّوره ومُور

إنت اشلونك والعائلة اشلونها

سلمان: إلْحمدِ اللّه زينين أشكرج .

سيحة: صباح النير ليلى ·

سِلَى : صِبَاحُ ٱلْخِيرُ صَبِيحَةً •

مهون مركب ن سيحة: اشلون الاهال ؟

صبيحة: اشلون الاهـل ؟

سيلى : إلحمد الله زينيس ٠

وأنت اللونج ؟

صبيحة: اشكرج أنِي زِينَة ، استريعي

رَيَّ مَوْيَ رَ ليلى : كثـر اللّه خِيـرِجْ •

Five

Using the clues in the left-hand column, make the necessary changes in the following 6 sentences.

Example:

| f. sing. | (Teacher) اشكسرك ٠ |
|----------|---------------------|
| | (Student) اشکسرج ۰ |
| pl. | ۱۰ اتفضل ۰ |
| m. sing. | ۲۰ استریحیی ۰ |
| pl. | ۰۳ اشکسرك ۰ |
| f. sing. | ٤٠ اشلـونك ؟ |
| f. sing. | ه٠ زيـن ٠ |
| pl. | ٥٦ كشر الله خيسرك ٠ |

Six

In the 6 sentences below, substitute feminine proper names for the masculine names and make the necessary changes.

Example:

- (Teacher) صباح الخيريا على اتفضل
- (Student) صباح الخير ياليلي اتفضليي •
- ٠١ مساء الحيريا سلمان اتفضل استريح ٠
 - ٢٠ صباح الخير جاسم اشلونك'؟
 - ٠٣ علي تشرب فد شي ؟
 - ٠٤ جاسم اهلك اشلونهم ؟
 - ه، سلمان كثـر الله خيرك ،
 - ٠٦ علي ، انت زيـن ؟

LESSON 1

Seven

In the following 6 sentences, substitute the word تلاميد (plural) for the proper names.

Example:

- ٠١ اهلا وسهلا اتفضل يا على ٠
- . ٢٠ يا سلمان ، اشلونك واشلون اهلك ؟
 - ۰۳ استریح یا جاسم ۰
 - ٠٤ كثر الله خيرك يا علي ٠
 - ه، شکرایا سلمان ،
 - ٠٦ علي الحمد الله زين ٠

Eight

Respond to the following 6 greetings or offerings.

- ٠١ صباح الخير ٠
- ۰۲ اتفضل استریح ۰
- ٠٣ اشلون الاهما ؟
 - ٠٤ مساء الخير ٠
- ٥٠ اشلونكم ؟ (اشلونك ، اشلونج)
 - ٠٦ تشرب فد شي ؟

Nine

In the 6 sentences below, replace the underlined words using the clues in the left-hand column and make the necessary changes.

Example:

| Nancy | (Teacher) عليي زين ٠ |
|------------|--------------------------------|
| | (Student) نانسي زينة ٠ |
| the family | ۰۱ جاسم زین۰ |
| you, (f.) | ٠٢ <u>تشرب</u> فد شي ؟ |
| evening | ۰۳ <u>صباح</u> الخير ۰ |
| she | ١٠٠ انت اشلونك ؟ |
| you, (f.) | ه٠ كشـر الله خيرك ٠ |
| we | ۰۳ انی زین ۰ |

Ten

Two friends happen to meet each other and exchange greetings.

- a. Male female.
- b. Two males.
- c. Two females.

COMMUNICATIVE EXCHANGES

FRAME II

Ali runs into his friend Jassim, who has been on a trip, and he invites him for a cup of tea.

عَلَي : إلْحَمَدِ اللَّهُ عَالْسَلَامَةُ جَاسِمٌ صَارَ زَمَانٌ مَا شِفْنَاكُ •

جاسم: الله يسلمك إي والله جنت مسافر

علي : إِحنَا مُشْتَاقِينَ هُوَايَّةً ، إِمْشِي خَلَّى نَرُوحِ لِلْكَهْـُوةَ نِشْرَبِ

لُنَا ٱستِكَانٌ چَاي ٠

جاسم: خُوشٌ فِكْرَة حَتَىٰ نُسُولِفٌ شُويَــَةً ، بَسُّ تَرَىٰ عَلَىٰ حُسَابِي ،

علي : زين ، مَا يَخَالِفَ ، أَشَكَرُك •



TRANSLATION

Alir Thank God for your safety, Jassim. We have not seen you in some time.

Jassim: God keep you safe. Yes, by God, I have been traveling.

Ali: We missed you. Let's go to the cafe and have a cup of tea.

Jassim: Good idea, so we can chat a little, but only if I'm buying.

Ali: OK, no difference. Thanks.



EXPLANATORY NOTES

1. The phrase الحمد الله عالسلامة, "Welcome back," literally means, "Thank god for your safety (well being)." It implies, "Glad to see you," "Glad you are back" or "Glad you have recovered." Thus, it is used to greet someone who has returned from a journey or who has recovered from an illness. In MSA it is written and pronounced المحمد لله على السلامة is applied whenever على is followed by the definite article.

Thus:

when you are greeting someone you have not seen for some time you naturally say مارزمان ما شفناك , "We have not seen you for some time." Literally, the phrase means "Time has happened without seeing you." The verb شفناك is the MSA verb, شاف , "saw," conjugated in the first person plural. This verb is not used in MSA but is widely used in dialect. Notice that it's suffixed with عند in شفناك . So, you can see that you can conjugate the verb and use any pronoun suffix to fit the situation.

2. The appropriate response to المُعَدُّ اللهُ عَالَسُلامة is الْحَدِّ اللهُ عَالَسُلامة which means "May God save you." The verb عَلَيْ is the imperfect tense of verb الله عليه (measure II). It is conjugated like the measure II sound verb and it can be suffixed with any appropriate suffix needed. See Reference Grammar.

LESSON 1 EXPLANATORY NOTES

- 4. The phrase إِمَا مُشَاقِينَ هُوَايَة literally means "We are very anxious."

 It means "we missed you a lot." احنا is ID for MSA "we." The ! is very short. Notice again in مُشَاقِينُ that the ين is used although, grammatically, it should be ون but in dialect ون is never used. The word هُوَايَة , meaning "a lot," is almost exclusively ID. In pronouncing it the a is vowelless. Listen to the tape and practice the pronunciation.
- 1 literally means "walk, let us go to the cafe," or "come on, let us go the cafe." The verb إِنْشِي فَلْتِي نَرُوح لِلْكُبُوة is the same one as in MSA. But notice that the letter و stayed and is fully pronounced. المنابقة is another typical ID word and is used for "let," only in context of wishing to do something. The word المنابقة is the MSA للقبيرة to the cafe." The letter ق is changed to المنابقة and pronounced like the "g" in "going." This occurrence is frequent in ID.

LESSON 1 EXPLANATORY NOTES

Notice the word نروح , it starts with a -- (sukuun) which is impossible to utter. In MSA this situation does not occur, but it is frequent in ID. In order to facilitate the pronunciation in such cases, the sound of a hamza preceeds the word. Your instructor will pronounce نروح several times.

Listen to the sound carefully, and then pronounce

- 6. The phrase نَشْرَبُ لِنَا ٱستِكَانَ جَانِ الله literally means "we (will) drink for us a cup of tea," which means "to drink a cup of tea." is the same in MSA, conjugated in the first person plural. "a small cup" is dialect for the MSA جاي . قدم "tea," is also dialect. The first letter is pronounced like the "ch" in "church."
- 7. خوش فیکرة means "good idea." The word خوش فیکرة is another typical ID equivalent to جَیّدة or جَیّدة in MSA. Notice that
- 8. أَنْسُولُفْ شُويَّة is "chat a bit." This is, again, typical ID not found in MSA.
- 9. سَب means "only" or "but." It is ID and not found in MSA. The phrase يرى على حسابي is used for "mind you, I am buying." So the whole phrase means "But mind you, I am buying."
- 10. "OK, it does not matter, thank you," in that order, is ورين مَا يَنَالِفَ ، اشكركُ . It may mean, "All right, thanks."

DRILLS



One

To be completed outside class. Repeat after the model. (Note that the Arabic numbers correspond to the items in Explanatory Notes.)

Thank God for your well-being.

٠١ الحمد الله عالسلامة يا جاسم ٠ الحمد الله الحمد الله عالسلامة

الحمد الله عالسلامة يا جاسم ٠

We have not seen you in a long time.

May God save you.

ر ہ / ۔ ، ، ، ، ، ، صار زمان ما شِفناك ٠

صار زمان

ما شفنساك

صار زمان ما شفناك ٠

يسلمك

الله يسلمك ٠

By God, I was on a trip.

We missed you a lot.

رِي والله چنت مسافر ٠

اي والله

چنت

چنت مسافر

اي والله چنت مسافر ٠

٠٣ إِحنا مشتاقيِن هُـُوايَة ٠

احنا مشتاقين

مشتاقين

هم اسة

احنا مشتاقین هوایة ۰

20

Let's get moving; let's go to the cafe

٠٤ إِمْشِي خَلِّي نروج لِلكَّهُوة ٠

امشي خلي نروح للكهوة ٠

نشرب لنا استكان چاي ٠

خوش

خوش فكرة •

٠٠٠٠ متى د مولف شوية ٩٠٠ مت

حتى نسولف

نسولف

شويسة

حتى نسولف شويـة •

على حسابي

بس تری علی حسابی ۰

۰۹ زین ، ما یخالِف ، اشکرك ۰

زین ، ما یخالف

زين ، ما يخالف اشكرك ٠

to have a cup of tea.

Good idea,

so we can chat a bit.

But, mind you, I am buying. (But only if I am buying.)

OK, it doesn't matter.

Thank you.

LESSON 1 DRILLS

Two

Repeat after the model.

Ali: Thank God for your • علي : الحمد الله عالسلامة يا جاسم

safety, Jassim.

Jassim: May God keep you safe. • جاسم: الله يسلمك

Ali: We haven't seen you • علي : صار زمان ما شفناك •

in a long time.

جاسم: اي والله جنت مسافر ٠ Jassim: Yes, by God، I was

traveling.

على : احنا نشتاق هواية لما ما نشوفك ٠ ك Ali: We become quite anxious

when we don't see you.

جاسم: امشي خليي نروح للكَهوة نشرب Jassim: Come on, let's go to

the cafe to drink a cup

of tea. • لنا استكان چاي

ali: Good idea, so we can ملي: خوش فكرة ، حتى نسولف شوية ، chat a bit, but mind

you, I am buying. • بس تری علی حسابی

جاسم: زین ، مایخالف ، اشکرك ۰ Jassim: OK, it doesn't matter,

thank you.

Three

Repeat after the model.

نوري : صباح الخير رمزي الحمد الله Noori: Good morning, Ramzi،

Thank God for your safety.

رمزي : صباح النور ، اهلا وسهلا ، Ramzi: Good morning، Welcome،

على السلامة •

الله يسلمك ٠

May God save you.

نوري : اشلونك واشلون الاهل ؟ Noori: How are you, and how

is the family:

Ramzi: By God, we are all well. • رمزي : والله كليتنا زينين

نوري : صار زمان ما شفناك ٠ • Noori: We haven't seen you

in a long time.

رمزي : چنت مسافر ۰ Ramzi: I was traveling.

LESSON 1 DRILLS

نوري : خلتي نروح للكهوة ونشرب Noori: Let's go to the cafe

and drink a cup of tea.

استكان جاي ٠

من زمان ۰

سلم لي عليهم ٠

رمزى : خوش والله وحتى نسولف شوية ٠ Ramzi: OK, by golly, so we'll

chat a bit.

نوري : زين ، يا الله ، امشي ٠ به Noori: Good, let's go by God،

Four Repeat after the model.

سلمان : مساءُ الخيرياليلي اشلونج ؟ Salman: Good evening Layla،

How are you?

Layla: Welcome, Salman، • اهلا سلمان الحمد الله زينة

Well, thank God.

سلمان : اهلج اشلونهم ؟ ما شفتهم Salman: How is your family?

I haven't seen them

in some time.

Layla: Well, by golly, and الله زينين واهلك ؟

your family?

سلمان : چانوا مسافرین للسعودیة ۰ Salman: They were traveling

to Saudi.

ليلى : الحمد الله عالسلامة ، Layla: Thank God for their

safety. Say "hello"

for me.

سلمان : الله يسلمج كثر الله خيرج ٠ Salman: May God save you

and bless you.

Five Repeat after the model.

صبيحة : صباح الفير ليلي اشلونج هالصبح ؟ Sabiha: Good morning, Layla.

How are you this

morning:

Layla: Welcome, Sabiha. • ليلى : اهلايا صبيحة الحمد الله زينة

Thank God, well.

صبیحة : صار زمان ما شفناچ ۰ Sabiha: We haven't seen you

in some time.

Layla: I was traveling; • الله چنت مسافرة رحت لبغداد

I went to Baghdad.

صبيحة : امشي نروح نشرب فد شي Sabiha: Let's go have something

to drink and chat a bit.

ونسولف شوية •

ليلي : خوش فكرة ، يا الله اتفضلي ٠ ليلي : خوش فكرة ، يا الله اتفضلي ٠

Let's qo.

Six

Using the clues in the left-hand column, make the necessary changes in the 10 sentences below.

Example:

f. sing. اشلونك عليي ؟ (Teacher)

(Student) اشلوني صبيحة ؟

۴۰ sing. • صار زمان ما شفناك •

you, pl. • الله يسلمـج •

۳۰ sing، • نشرب استکان چاي ۰

f. sing.
+ على مشتاق هواية +

her • على حسابتي •

m. sing. • اشكـرچ يا ليلى •

f. pl.

νγ اتفضل استریـح ۰

۳۰ pl۰ • اتفضل اشرب چاي ۰

۳۰ sing. • كثر الله خيركم ٠

۱۰ السلام عليكـم ۰ ۱۰

LESSON 1 DRILLS

Seven

In the following 10 sentences, substitute different feminine Arabic names for the masculine ones and make the necessary changes.

Example:

- (Teacher) نوري چان مشتاق هواية ٠
- (Student) ليلي جانت مشتاقة هواية ٠
 - ١٠ مساء الخير اهلا وسهلا سلمان ٠
 - ۰۲ اشلونك يا جاسم ؟
 - ٠٣ كثر الله خيرك يا علي ٠
 - ٠٤ الله يسلمك جاسم ٠
 - ٥٠ علي : امشي خلي نروح للبيت ٠
 - ٠٦ هذي خوش فكرة يا سلمان ٠
 - νγ اهلك چانوا مسافرين يا علي ؟
 - ٨٠ يا رمزي بس تري على حسابك ٠
 - ٩٠ نوري چان مشتاق هواية ٠
 - ٠١٠ جاسم يروح للكهوة يوميا ٠

Eight

Respond appropriately to the following 6 sentences.

- ٠١ اشلونك ؟
- ٠٢ خلي نروح للكَهوة ٠
- ٠٣ الحمد الله على سلامة الاهل ٠
 - ٠٤ اتفضل اشرب چاي ٠
 - ه و صار زمان ما شفناکـم
 - ٠٦ اشتشرب ؟

Nine

- a. Two male students play the roles presented in drill two.
- b. One male student and one female student play the roles in drill three.
- c. Two female students play the roles in drill four.





CLASSROOM EXERCISES

What do you say?

- 1. You meet one of your friends in the street and you want to greet him. What do you say?
- Ask how he and his family are doing.
- 3. You have heard that he has just recovered from an illness. What do you say to wish him well?
- Invite him for a cup of tea and a chat.
- 5. Reverse the roles presented above.

Role Playing

Situation 1. "A" has invited "B" to his house for tea or coffee. "B" arrives. Pick up the conversation.

Situation 2. "A" knows that "B" was sick for a while and has run into him this morning. Pick up the conversation.

Situation 3. "A" just returned from a trip. "B" sees him accidentally and wants to chat with him so he invites him to the cafe.

Situation 4. You are in a class at DLI. The class members have just returned from the Christmas holiday. The instructor walks in. You are the class spokesperson. Tell him how you missed him and his instructions. Tell the instructor how much you missed the school, the class and the area and that all of you think it is a good idea to study Arabic.

Interpretation Practice

Act as an interpreter between two students, one American and one Iraqi.

English speaker (Instructor)

Interpreter
(Student)

Iraqi speaker (Student)

Situation 1.

1 1

صباح الخيريا اخي ٠

Good morning. Welcome to California.

اشكرك هواية اشلونك ؟

I am fine, and you?

زين والحمد الله ٠

Would you like to go with me to the cafe for a cup of tea?

خوش فكرة بس على حسابى •

OK, it doesn't matter, thanks.

اهلا وسهلا ٠ خلي نروح حتى نسولف شوية ٠

Do you miss your family?

ضعم هواسة

Are they all well?

نعم والحمد الله كلهم زينين •

Situation 2.

مساء الخير نانسي •

Good evening. How are you today?

الحمد الله زين • صار زمان ماشفتـ •

I took a trip to Colorado.

الحمد الله عالسلامة •

Thanks, may God keep you safe.

خلي نروح للكهوة حتى نسولف شوية و

Good idea; I would also like a cup of coffee.

يا لله خلي نمشي •

But only if I buy.

زين ما يخالف اشكرچ •

Situation 3.

Good morning, Layla.

اهلا وسهلا جولي •

How are you and your family?

الحمد الله كليتنا زينين ، وانتو ؟

We are well, thank you.

اهليج اشلونهم ؟

Very will. Let us go to the cafe for a cup of tea

اي وحتى نسولف شوية ٠

Good idea, but I am buying.

شكرا كثر الله خيرج ٠

Translation Practice

Read the following 14 sentences and translate them orally into English.

- ٠١ صباح الخير ٠
- ٠٢ صباح النور اهلا وسهلا ٠
 - ٠٣ اشلونك انت والاهل ؟
- ٤٠ الحمد الله عالسلامة ٠
- ٥٠ اشكركم هواية كثر الله خيركم ٠
 - ٠٦ صار زمان ما شفناك ٠
 - ν۰ چنت مسافر والله ۰
- ٠٨ امشي نروح للگهوة ونشرب لنا استكان چاي ٠
 - ٩٠ اهلي چانوا مسافرين قبل مدة
 - ٠١٠ خوش فكرة خلي نروح ٠
 - ٠١١ اشلونها المدرسة ؟
 - ٠١٢ اشلون المناخ بمدينة مونتري ؟
 - ٠١٣ الحمد الله اهلي كلهم زينين ٠
 - ٠١٤ الله يسلمك ويكثر خيرك ٠

Dictation Practice

With books closed, write the following 10 sentences in SATTS as the teacher dictates them.

- ٠١ جاسم زين والحمد الله ٠
- ٠٢ اهلي كلهم زينين اشكرك ٠
- ٠٣ اشلون چان الچاي بالكهوة ؟
 - ٤٠ هذي خوش فكرة خلي نروح ٠
- ٥٠ الحمد الله عالسلامة اشلونكم ؟
- ٠٦ علي واهله چانوا مسافرين الى وايومنك ٠
 - ٠٧ خلي نروح نشرب لنا استحان چاي ٠
 - ٠٩ اهلا وسهلا ، الله يسلمك ٠
 - ٠١٠ احنا كليتنا زينين ، الحمد الله ٠

اذا كان العادى من ففض السكونة من وللب

HOMEWORK



Exercise One on a separate sheet of paper, use SATTS to write the 5 recorded sentences.

Exercise Two
On a separate sheet of paper, translate the 5 recorded sentences into English

You will hear 5 sentences, each with a blank followed by three choices. Only one of these is the correct filler. On a separate sheet of paper, write the letter that corresponds to the correct answer in each case.

| | | •• | | • 1 |
|----------|----|-----------|----|-----|
| عالسلامة | •a | ۰۰ چان | •a | |
| بس | .b | خيركم | •b | |
| زينين | •c | چانت | •¢ | |
| | | چانوا | •a | ٠٢ |

Exercise Four

You will hear 5 questions, each followed by three responses. On a separate sheet of paper, write the letter of the answer that corresponds to the question in each case.

- a چنت مسافر ۰
- ه الحمد الله زين ٠
- o الحمد الله زينين
 - a لا ، على حسابي ٠
 - b نعم شربت ۰
 - c اي والله اشكرك ٠
 - a لا ، چان زين ٠
 - d. چنت بالكهبوة .
 - c نعم يشرب كَهوة ·
 - ۰ م کثر الله خیرك ۰ a
- الحمد الله عالسلامة
 - · الله يسلمك · C
 - a الله يسلمك •
 - b. خوش چـاي ٠
 - c خوش فكـرة •

SUMMARY



- 1. The response to صباح النير is either صباح النير or صباح .

 Of course, صباح could be substituted for مساء , depending on the time of day.
- 2. The greeting اهلا وسهلا is very versatile. It may be used any time, anywhere, in conjunction with or without another greeting phrase. See Enrichment.
- 3. The ID for "How are you?" is اشلونك , which is composed of the interrogative اش , "color," and the desired pronoun suffix according
 to the following pattern:

| • | | |
|---------------|---------------|----------------|
| ID "How are?" | ID pronoun | MSA Pronoun |
| | = , | |
| اشلونه | هو | هو |
| | | ور هما ع |
| | | |
| اشلونهم | هم | ره هم دي |
| 1.3 | r | |
| | | هَنْ |
| | 2 | |
| ا شلونها | هي | هِيَ |
| . اشلونك | ر إنت | گرہ ہ اُنت |
| , , , , | <u> </u> | م |
| | | أنتما |
| | <i>,</i> • | ۱۰۶۶ |
| اشلونكم | إنتو | انتم } |
| | • | 27.05 |
| | | انتن) |
| اشلونسج | انت | ر انت |
| G G | انت م م | -1 |
| اشلونيي | انٰي | ا انا |
| 1 | , · • . | م ه و |
| اشلونـا | المحنا | م م و نحن |
| | 1. | |
| | • | |

LESSON 1 SUMMARY

The interrogative إِثْ , meaning "what," is an interrogative tool and it may be used for inquiring about things.

The phrase "How are you?" may also be phrased وَيُفَ الصِّعَةُ or السُّون الصِّعَةُ and, of course, pronoun suffixes could be used with مَا وَ مَالُ وَ الْمُونَ الْمُعَالِينَ مُعَالِدُ مَا أَحُوالُ or مَا مُعَةً , such as

- 4. The inquiry والأهل اشلونهم is a matter of culture. It is considered polite to ask about the health of someone's family. Of course, the usual answer is المعد الله وينين is another cultural item. It is also widely used in other situations.
- وه . 5. "We all" in MSA is كلينا in ID it is كلينا or كلينا. وه وه وه مين مود "They all" in ID is كليتهم or كليتهم
- 6. The imperative phrase اتفضل استريع, "Please sit down," is ID for the MSA تعفصل استرع. It is composed of two imperative verbs back-to-back.
- 7. The ID word فَسُدُ in MSA is فُسُرِه, meaning "single" or "one."
- 8. The phrase کثیر الله خیرك , "May God increase your bounties," is another cultural item. It is used a lot. There are many variations of it in which either the pronoun or the tense of the verb, or both, are changed. Example:

كثر الله خيرك ، كثر الله خيركم ، الله يكثر خيرها ، الله يكثر خيركم . Of course, the pronoun suffix ك may be changed to the appropriate one, following the pattern shown.

REFERENCE GRAMMAR



1. The second person feminine singular pronoun suffix ω is ε in ID. It is pronounced like the "ch" in "church." Below is a chart of the pronoun suffixes in both MSA and ID.

| Iraqi 1 | Dialect | MSA |
|---------|---------------------|-----------------------------------|
| "a" | ه د ه هـم | و م مر ور وه هما ، هم |
| | کھا و تت ھے | ها و ر و روز هما ، هن |
| , | ں ك ر س كم | ك ور و. كماً ، كم |
| "ch" | ن ر ه کم | ك و ً و <u>سَ</u> كما ، كن |
| | ي - ن ا | ي - نيا |

2. Conjugation of verbs.

The conjugation of ID verbs differs just slightly from that of MSA. The root of the verb is three letters (triliteral), perfect third person masculine form.

a. Measure I sound verb شُرُبُ , "drank."

| Pronouns | | Perfect | Imperfect | Imperative |
|------------------|----------------------|------------------|----------------------|-------------------|
| he | وية هو | شرک | پشرب | |
| they, dual & pl. | و ت هم | شِرْبُوا | يشربون* | |
| she | ھي ھي | م م م شربت | و ر ه تشرب | |
| they, dual & pl. | ر ت هم | شربوا | ه و يشربون* مر | |
| you, m. | رائت | شرَبت | ، تشرب | ہ ر ہ اشرب |
| you, dual & pl. | آه و إنتو م | شربتو | ة و ششربون* | اشربوا أيربوا |
| you, f. | ه إنت | ه ره شربت ِ | تشربين* | اشربي تير |
| you, dual & pl. | • و انتو پ | ه ر ه و شربتو | تُشِرُبُون* | اشربو ا پُرسوا |
| ı | ~ آني | • م شربت | کُ ہ ر م اُشرب | |
| we | ة - إحنا | شُرُبنَا | ه ر . نشرب | |
| verbal noun, شرب | | | | |
| noun of subject, | شَارِبُ | | | |
| noun of object, | َ هُ وَ مُ مُشروب | | | |

b. Measure I weak-in-the-middle verbs چان , "saw," چان , "was" and

As you know the origin of the ! in MSA may be either و or g and that it reverts to that origin in conjugation. شاف reverts to

^{*}When a pronoun suffix is attached, the o is usually dropped. In some parts of Iraq it is still pronounced.

(1) ماف (saw."

| Pronouns | | Perfect | Imperfect | Imperative |
|----------------------|----------------------|---------------------|--------------------------|----------------|
| he | و ته هو | ُ سُاف شَاف | ر ه پيشو ف | |
| they, dual & pl. | و ته هم | شافوا | بِشُوفُون | |
| she | <i>ت</i> هي | / / م شافت | ه ر ^ي تشوف | |
| they, dual & pl. | د ن هم | شَافُوا | ر ر ه پيشوفون پ | |
| you, m. | • إنت | شفيت | ه و ص تشوف | و ه شوف |
| you, dual & pl. | ه و انتو مي | ه و شفتسو | • و و ص تشوفون | و و شوفسو ا |
| you, f. | انت | شفست | ه ر تشونیـن | و شوفيي |
| you, dual & pl. | "ه و إنتو پر | د ر شِفتـو شِ | ه ر و ٔ ص تشوفسون | و و شوفسوا |
| I | ر اني | د شفــت | ءُ و □ اشوف | |
| we | ر راحنــا | شِفْنَا | ه و ه نشوف | |
| verbal noun, مُوفَـة | 2 | | | |
| noun of subject, غف | شاي | | | |
| noun of object, not | used. | | | |

(2) چَانَ, "was" is the ID for the MSA عَانَ.

کان , believe it or not, has a few sisters which are quite useful in MSA.

In ID پَان is used a lot, but the sisters are very seldom used.

and her sisters are considered a special group in MSA. They are called "incomplete verbs." In ID بان is used as a triliteral verb. It is conjugated following the pattern of مناف above, because the reverts to just like مناف.

verbal noun, کائن میکون noun of subject, مناف مککون noun of object, مناف المکون میکون المیکون المیکو

(عصير reverts to صار (3) , "became," (عار (3)

| Pronouns | | Perfect | Imperfect | Imperative |
|------------------|--------------------|----------------|------------------------|------------|
| he | د ت <i>ه</i> هو | ر ہ صار | يصير | |
| they, dual & pl. | د ت هم | صاروا | يصيرون | |
| she | چ ھي | / / ه صارت | ه ه تصیر ر | |
| they, dual & pl. | د <i>ي</i> هم | صاروا | يميرون سميرون | |
| you, m. | ة انت د | ه مسرت م | تُصِيرُ | صِيرِ |
| you, dual & pl. | ُ إِنْتُو | ه وگر صرتسو | تميرون | صيروا |
| you, f. | إنت | صِرْت | صيري <u>ن</u> صيرين | صيريي |
| you, dual & pl. | - و انتو پُو | صرٌ شکو | تصيرون | صِيرُوا |
| ı | . م آنِي | صرت م | أُصِيدٌ | |
| we | إحنا | صِرْنَا | نصير | |
| verbal noun, not | used. | | | |
| | 0 ' | | | |

noun of subject, مايـر noun of object, not used.

c. Measure I weak final verb مشی , "went" or walked."

| Pronouns | | Perfect | Imperfect | Imperative |
|-------------------|-------|---------|-----------------|------------|
| he | هو | مِشَى | يمشي | |
| they, dual & pl. | هم | مِشُوا | ه و سمشون | |
| she | ھي | مِشْتُ | ه تمشي م | |
| they, dual & pl. | هم | مِشُوا | يمشون | |
| you, m. | انت | مِشِت | ه تمشي | امشي |
| you, dual & pl. | انتو | مشيتو | تِمشُونَ | إمَّشُوا |
| you, f. | ائت | مشيت | تِمْسِين | إمشِـي |
| you, dual & pl. | انتو | مشيتو | ۾ و ه تِمشون | إمشوا |
| ı | اني | مشيت | ءُ ہ امشي | |
| we | احتسا | مشينا | ه نـمشي | |
| verbal noun, مشيي | | | | |
| noun of subject, | ماشي | | | |
| noun of object, | ممث | | | |

d. Measure I double-ending verb مب , "liked" or "loved."

| Pronouns | | Perfect | Imperfect | Imperative |
|---------------------|----------|-------------------------|---------------|------------|
| he | هو | - حــب | يُحِبُ | |
| they, dual & pl. | هم | / ر و حبسوا | يمبون | |
| she | ھي | م ہر ہ حبت | تحب | |
| they, dual & pl. | هم | ۰ ر و حبوا | ه , پخبون | |
| you, m. | ائت | ۰ <i>۰</i> حبیت ر | تُصِ | حب |
| you, dual & pl. | انتو | /ه و حبیتو م | ه ور تحبون | حبشوا |
| you, f. | انت | ه. حبیت ا | تجبين | حبسي |
| you, dual & pl. | انتو | ۰۰ و حبیتو | تحبون | حبوا |
| ı | اني | حبيت | أحب | |
| we | احنا | حبينا | ثب: | |
| verbal noun, حبب | | | | |
| noun of subject, no | ot used. | | | |
| noun of object. | | | | |

e. Measure II verb سلم, "greeted."

| Pronouns | | Perfect | Imperfect | Imperative |
|------------------|------------|----------------------|-------------------|-------------------------|
| he | هو | ر ش م سلــم | ريو • پيسلسم | |
| they, dual & pl. | هم . | رم رو سلموا | يسلسمون | |
| she | ھي | سلمت | تسلسم | |
| they, dual & pl. | هم | سُلْسَمُوا | يرسلمون | |
| you, m. | انت | رش سلمت | ہ ' سے ہ تسلیم | ر ی <u>ه</u> ه سلسم |
| you, dual & pl. | انتو | م كن م و سلمتو | مرمور تسلمون | رة م سُلْمُوا |
| you, f. | انت | رم <i>ده</i> سلمت | م تسلمین | ره سلمي |
| you, dual & pl. | انتو | ري ه و َ سلمتو | تسلمون تسلمون | َسُدُّهُ وَ سُلْمُوا |
| I | اني | ری . سلمت | مَّ سِن اسلسم | |
| we | ۔ احنیا | رته ه ر سلمنا | ن سائد نسلسم | |
| ٥ | 20 / | | | 0-1 |

verbal noun, تسليم) , تسليم is not used in this context but سُلاَم is used instead.)

noun of subject, مسلّم noun of object, مُسلّم

3. Measure V verb تفضل, "became kind" or "became gracious." The

Imparative form اتفضل "please" or "would you please," is widely used in ID.

| Pronouns | | Perfect | Imperfect | Imperative |
|----------|------|-----------------------------|-------------------------|-----------------|
| he | هو" | ء ت. تفضل | ە مىگ و سىتفضل | |
| she | ھي | ۾ روم. تفضلت | <i>ه رق د</i> تِتفضل | |
| they | هم | رره. تغضلوا | ۰ - ۵ و پتفضلون ر | a (- 0 ra |
| you, m. | انت | ە تەرىقى تەخلىت ماتەت | ہ میں م تتفضل | اتفضل |
| you, f. | انت | ە-سە تفضلت م-كەم• | تتغضلين | اتفضلي مره م |
| you, pi. | انتو | تفضلتو م | تتفضلون | اتفضَّلُوا |
| Ĭ | آني | تَغَضِّلت | أَتْفُظُلُّ رَيَّنَ | |
| we | احنا | ۔۔۔۔ تفضلنا | نيتغضل | |

verbal noun, فضل (measure I) is used.
noun of subject, متفضل noun of object, not used.

4. Measure X verb استراح , "rested up."

| Pronouns | | Perfect | Imperfect | Imperative |
|----------|------|--|--------------------|-----------------|
| he | هو" | استراح | يشتريح | |
| she | ھي | مر م | تِسْتِريح | |
| they | هم | مهر ر استراحوا | يەسترىپخون . | |
| you, m. | انتُ | م، ه رحت | تِسْتِريح | مره استریح |
| you, f. | انت | م، ه ر ه استرحت | تِستِريحين | م م استريحي |
| you, pl. | انتو | م. ر. و استرحتو | ر تستریحون م | مره استریدوا |
| ı | آني | مره استرحت | ه . استریح | |
| we | احنا | استرحنا | نِسْتِريح | |
| | | | | |

noun of subject, مُسْتِرِيَّ noun of object, not used.

"chatted." , سولف

| Pronouns | | Perfect | Imperfect | Imperative |
|----------|-------------------|-------------------|------------------------|--------------------|
| he | <i>و ت</i> هو | روء ص سولف | <u>" مُولِفً</u> | |
| she | ۿۣ | روه م. سولفِت | تُسُولِف | |
| they | هم | ور/ه و سولفتوا | يْ رُوْ يُسُولُفُون | |
| you, m. | إنت | مرو/ . ص سولفت | تسولف | د ن. سولف |
| you, f. | إ نت ِ | ووكية | • و ه تسولفین | و ه سولفسي |
| you, pl. | ه و إنتو | رو/ ه و سولفتو | ه و • و • تسولفون | و ه و َ سولفسوا |
| I | ر اني | ر و سُولُـفِتُ | ءَ و أسوليف | • |
| we | ر اً حنك ا | مرو م م سولفنا | ه و نسولف | |
| | - 9 - | | | |

noun of subject, مُسُولَفُ noun of object, مُسُولَفُ

- 6. The final g of the base form of the MSA perfect triliteral verb in general changes to g in ID, and it reverts back to g in the second and first person singular and plural. In the imperfect tense the g is dropped only in the third and second person plural. See the verb رمشل, this lesson.
- 7. In ID a ي is added to the end of a double-ending perfect verb in the second and first person, singular and plural. See the verb بعب , this lesson.
- 8. A verb ending with a hamza seated on an I loses the hamza in ID. Further, in the perfect the I changes to g in the second and first person singular and plural and second person feminine imperfect.

 Example: أسترا "read."

| Pronouns | | Perfect | Imperfect | Imperative |
|----------|---------|---------------------|-----------|------------|
| he | هو | قِرَا | يقرا | |
| she | س هي | قرت | تقرا | |
| they | هم | قِسرَوُا | يقرون | |
| you, m. | انت | و قريت قريت | تقرا | اقرا |
| you, f. | انت | قريت | تقرين | اقري |
| you, pl. | انتو | و قريتو مريتو | تقرون | اقروا |
| I | اني | قريتً | اقرا | |
| we | احنيا | قرينا | نقرا | |

9. A verb ending with a hamza preceded by I loses the hamza in ID.

The I changes to g in third and second person singular and plural. The I or the g is omitted in the imperfect third and second person plural.

Example: باء, "he came."

| Pronouns | | Perfect | Imperfect | Imperative |
|----------|------|---------------------|------------|------------|
| he | ھو | أَجُا | يجي | |
| she | ھيّ | إُجَتُّ (جِتُّ) | تجبي | |
| they | همّ | إُجُو (جُواً) | يجون | |
| you, m. | انتَ | إجيت (جيت) | تجي | N/A |
| you, f. | انتر | اجيت (جيت) | تجين | |
| you, pl. | انتو | إِجِيتُوا (جِيتُوا) | ترجون | |
| ı . | اني | إِجِيتٌ (جِيتٌ) | دُ اجبي | |
| we | احنا | إِجِيناً (جِيناً) | نجي | |

If the letter ق starts a word, in general it changes to غ, like the "g" in "game": قال for قال . Likewise, if the letter is غ, usually it is changed to جان for جان .

EVALUATION



Part A.

You will hear 5 Arabic statements or questions, each followed by three responses. On a separate sheet of paper, write the letter which corresponds to the best response in each case.

- علي چان مسافر
- b. علي ما يشرب چاي ٠
- c علي يشرب چاي بالگهوة ·
 - a. صباح النير ياليلي ٠
 - d. صبيحة چانت مسافرة ٠
 - c. كثر الله خيرچ ·
 - a، جاسم چسان مسافر ۰
 - d. شفنا جاسم بالگهوة ٠
 - c. اشلونك يا جاسم ؟
 - a ، امشي نروح للكُهوة ٠
 - eb الله يسلمك •
- c. والله زينة الحمد الله ٠
- .a سلمان يشرب چاي بالكهوة ٠
 - d. اي والله استكان چاي ٠
 - .c. علي چان بالكهوة •

LESSON 1 EVALUATION

Part B.

On a separate sheet of paper, write the English translation of the following 5 recorded sentences.

Part C.

On a separate sheet of paper, using SATTS, transcribe the following 5 recorded sentences.

Part D.

Listen to the following Iraqi paragraph, then answer the 5 printed questions.

Questions

- 1. Who went to the cafe?
- 2. What did Ali drink?
- 3. Who was already in the cafe?
- 4. Who paid the bill and whose idea was it?
- 5. What did Ali do then?

ENRICHMENT



- 1. In response to صباح الخير or مساء الخير , you may say . اهلا وسهلا or just مرحبا اهلا وسهلا
- 2. The phrase اهلا وسهلا is a versatile greeting used in many situations and on different occasions. It is sometimes abbreviated to just هلا / اهلا اهلا اهلا وسهلا / اهلا بيك or بيك . هلا بيك . هلا بيك . The suffix to the preposition بيك may be any of the following, depending on the situation.

```
second person (m. sing.) اهلا بيك اهلا بيك اهلا بيك اهلا بيك الهلا بيك الهلا بيك الهلا بيكم الهلا بيكم الهلا بيكم الهلا بيكم الهلا بيكم الهلا بيكم الهلا بيك الهلا بيكم الهلا الهلا بيكم الهلا الهلا بيكم الكلا الهلا الهلا ال
```

The general meaning is "Nice to see you" or "Hello" or "Hi." It should be noted here that the most versatile and commonly used greeting is

. It's the all-time, most outstanding greeting.

3. رحمة الله وبركاته is "I wish you God's mercy and blessing." This phrase is often used with وعليكم السلام. Thus, the meaning of the whole phrase وعليكم السلام ورحمة الله وبركاته is "Peace and God's mercy and blessing be upon you." The reason for that is that the Prophet Mohammed said, "If someone greets you, respond alike or better." This phrase is sometimes also used with the initial greeting of السلام عليكم.

LESSON 1 ENRICHMENT

4. الله بالخير , "May God make it good," is used after you have invited your visitor to sit down and he or she has actually done so. Then you say:

The response is the same. You may use the complete phrase,

مساك الله بالخير or مبحك الله بالخير , depending on the time of day. The phrase means, "May God make your morning or evening good."

- 5. الله يطول عمرك and الله عمرك literally means "May God lengthen your age." It's used mostly when one has done you a favor, or promised to do you a favor for which you have asked.
- 6. الله ينطيك العافيه literally means "May God give you health." It is used in the conversation and not as an initial greeting. It may be in response to "how are you?" ، زين ، الله ينطيك العافيه
- 7. الحمد الله , "Thanks to God," is a widely used phrase. It may precede any response or statement. In a way it is similar to our usage of "Thank God, it's Friday."
- 8. انشا الله , "God willing" literally means "if God wills." This phrase is used a lot especially in conjunction with making a promise or setting a date or appointment or wishing somebody well and so on.

 Examples:

I will see you tomorrow, God willing. • • • اشوفك باجر انشا الله • • God willing, the result will be good. • انشا الله النتيجة تكون زينة

VOCABULARY



| English | ID | MSA |
|--------------------|----------------------------------|-------------------------|
| Ali (name) | | ر علِي |
| all | ر کلیتنا | ويۇر كلنا |
| anxious | | رہ۔ ہ مشتاق |
| Baghdad (city) | | ۔ ہ ۔ بغد اد |
| be (to) | ۔ چان | |
| before | مرور ہ کہل کہل | َ قبِل |
| brother | | ءَ اخ – إِخْوَان (ج) |
| but, only if | ~ ^ بس | - |
| buying (I am) | عَلَى حَسَابِي | |
| by God | اِيْ وَالْلَهُ إِيْ وَالْلَهُ | |
| chat (to) | و ُر م سولف | |
| city | | ہے۔ مدینة - مدن (ج) |
| coffee, cafe | ِ کَهُوة کَهُوة | • |
| cup | مرہ استکان | |
| daily | | ر د ځ <u>ټ</u> پوميا |
| drink (to) | - ، شرب | · |
| family | | رَ ، اهل ، عَاظِلَة |
| go (to) | ر اح | |
| God bless you. | رس مسره كَثُر الله خِيرَك | |
| God keep you safe. | أُلِلَهُ يُسَلِّمُكُ | |
| good | زيينْ ، خُوش | - ي <u>.</u> جيد |
| Good evening. | • | رروم• / مساء الخير |
| Good morning. | | ر . مهر صباح الخير |
| | | |

| English | <u>ID</u> | MSA |
|----------------------------|--------------------------|--------------------------------------|
| greet (to), salute (to) | | - ت سلم |
| happen (to) | | م صار |
| home | • و بيوت (ج) | بيت |
| how | آشً | بيت گيِفَ |
| How are you? | مرور الشاونك ؟ | |
| I am | مہ انِي | کر ر انبا |
| idea | | فِكْرَة - فِكُر (ج) |
| Jassim (name) | · | جَاسِم |
| Layla (name) | | لِيلئ |
| let (imperative) | - بي خلي | |
| like (to) | خب ً | |
| little | • - ت شوية | قلیل |
| mind you | ت گرئ | |
| | ,, | • . • |
| morning | صئے | صباح |
| no | | ¥ • |
| Noori (name) | • | نوري |
| No difference. No problem. | مًا يُخَالِفُ | |
| period | | ر ، مدة – مدد (ج) |
| quite a bit | هُوَايَة | ر کثیر |
| Ramzi (name) | | ر رُ مْ زي |
| Sabiha (name) | | صُبيكة |
| safety | | كشير رُمُّزي صُبيحة سُلامُة |
| Salman (name) | ۔۔ ۰ ۔ سلمان | |
| Saudi (country) | مه السعودية | |
| see (to) | شُاف | |

| English | ID | MSA |
|------------------------|-----------------|--------------------------|
| school | | مَدْرَسَة – مَدَارِس (ج) |
| sit down (to) | استراح | |
| so | | ر ر حتی |
| something | فُد شِي | |
| student | | تِلميد - تَلَاميد (ج) |
| tea | جۘ | |
| Thank God. | العدر الله | |
| Thanks. | | و• شكرا |
| this | | هَذا , هَذي |
| time | | رمان ا |
| traveling, traveler | مُسَافِر | |
| walk (to) | مِشَى | |
| we | المعتبا | م ه و نحن |
| weather | | مَنَاخ |
| Welcome. | هــلا | أهلا وسَهلا |
| when | | ر تر لیمیا |
| would you (imperative) | ہ۔۔۔۔ اتفضـل | |
| yes | | اي ، نعم |

LESSON 2

MEETING PEOPLE



OBJECTIVES

Upon completion of this lesson, you will be able to:

- Formally introduce someone to another person and respond to an introduction.
- Introduce yourself to a stranger in an informal public situation.

GRAMMATICAL FEATURES

10. The irregular verb:

| 1. | Pronunciation of some ID words: | يمْتَىٰ ، وُيَّا ، يغْزِم ، مَرْتَه ، هَمْينَ بَعْدِم ، مَرْتَه ، هَمْينَ بَعْدِينَ بَعْدِينَ ، مُو ، دَرْ ، وُينَ |
|----|----------------------------------|--|
| 2. | Dialect expressions used in this | دَ أَتْعَرَفُ ، صَارُ لِي ، شُوفُ أُكُّلُ لَكُ :lesson |
| 3. | The usage of the negative: | مُو ، مُا |
| 4. | The present continuous form: | |
| 5. | The interrogative usage of: | اِش ، شِ |
| 6. | ID word endings "vowelless": | م. ي م. بالسكون |
| 7. | The hamza in ID: | , |
| 8. | The measure I weak-in-the-middle | verb: |
| 9. | The measure III verb: | ۔ ۔ خابر |
| | | 3 / - |

COMMUNICATIVE EXCHANGES

FRAME I

Bahjat and Sameer are two employees sharing the same office in the ministry of public works. Bahjat was absent the morning before. This is their exchange the next morning.

ره م ه م ه م م م م م م م بهجت : مرحبا یا سمیر ۰

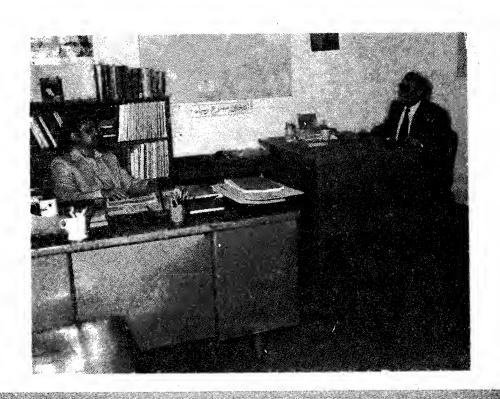
سمير : مرحبتين ، هلا بيك ، وين چنت البارحة الصبح ؟

بهجت : المدير درني بشغلة رغيرة للدائرة ويا المهندس توم ٠

سمير : ذَ كَسرِتنِي ، يِمْتَىٰ رَاح تَعرفْنِي عَلَىٰ صُدِيقَكُ الْأُمْرِيكِي تَومُ ؟

بهجت : إِشُوكَتُ مَا تَحِبٌ ، تَعَالُ آخَذُكُ اليومُ إِذَا تُريدُ ٠

بهجت : زين راح أخابره وبعدين أكولك بالنتيجة ،



TRANSLATION

Bahjat: Welcome, Sameer.

Sameer: Welcome, and welcome. Where were you yesterday morning?

Bahjat: The boss sent me with the engineer, Tom, on a small,

official errand.

Sameer: That reminds me. When are you going to introduce me

to your American friend, Tom?

Bahjat: Whenever you like. Come, I will take you today if you want.

Sameer: Look, I tell you what. Why don't you call him and invite

him and his wife, too, to have dinner with us tonight.

Bahjat: OK, I'll call him and tell you the result afterward.

EXPLANATORY NOTES

- 1. مرحباً, "Welcome," "Hello." This is another form of greeting.
- 2. The response مُرْجَبَين , "Two welcomes," "Two hellos," is used often, either alone or with another phrase like مُلْ بيك . This follows the custom of responding to a greeting with a better one.
- 3. Government workers work straight, six-hour shifts. They may work from 0700 to 1300 hours, but the hours of the shift may change, depending on the season. Thus, the question, إُوَيِنْ جِنْتُ ٱلْبَارِحَةُ ٱلْصَبِحُ , "Where were you yesterday morning?" For an action that happened the previous day, the time period may be stated as follows:

yesterday morning

yesterday noon

yesterday afternoon

yesterday at sunset

last night

yesterday morning

noon

yesterday afternoon

yesterday at sunset

last night

- is ID for the MSA أين meaning "where."
- is "manager." It's an MSA word. The word در is typical ID for the MSA أَرْسُلُ , "sent." It is conjugated like a double ending triliteral verb. (See Lesson 1.)
- 6. أَشَعُلَةُ In ID the word means "singular matter, one mission" while in MSA it is a collective noun meaning "work." زُغَيْـرَةُ sthe ID pronunciation for the MSA مُغِيرَة , "small."

LESSON 2 EXPLANATORY NOTES

7. أَمَعُ is ID for the MSA مَعَ , "with," and it's like وَيَا , in accepting any desired pronoun suffix.

- 8. نكرتني "You reminded me," is written exactly like the MSA ذكرتني The only difference is the vowel markers. Iraqi dialect usualy has no vowel ending and has a pause form. In MSA the words have inflectional endings, depending on the case. The vowel marker , which means "no vowel," seldom occurs at the end of MSA words.
- 9. رَاحَ means "when." It is مَتَى in MSA. When it is followed by رَاحَ means the present continuous "when ... going to ..." For example:

 When are we going to drink?

 When are we going to go to the cafe?
- 10. تعـرف means "became familiar with." The vowel of the prefix ___ is different from the MSA ___, thus, the difference in pronunciation.
- الموكسة , "when," is a compound of the interrogative الموكسة , and الموكسة , which is the MSA فقت . Literally, it means "what time." It is mostly used in looking for a specified time or hour while "when" is used for unspecific time. When it is followed by ها به , the phrase means "whenever," as was discussed in Lesson 1.

LESSON 2 EXPLANATORY NOTES

If the word being prefixed with the interrogative particle ش or اش or اش starts with:

a. a vowel, the particle becomes اش , thus resulting in v.c.v. Example:

b. no vowel $\frac{\bullet}{-}$, it becomes a voweled \div thus resulting in v.c.v., too, for convenience of pronunciation.

Example1:

means "come." It is the same in MSA. It is used only in the imperative form. It has no triliteral root. In ID, it is conjugated as follows:

is equivalent to the English phrase, "See here." It is the imperative of شاف , as discussed in Lesson 1. If used as in this phrase, , it does not give its literal meaning. Rather, it's used to attract attention. It has nothing to do with the statement that follows.

In fact, it may be dropped altogether without affecting the meaning. اَقُولُكُ أَوْلُكُ أَلُولُكُ أَوْلُكُ أَوْلُكُ أَوْلُكُ أَوْلُكُ أَوْلُكُ أَوْلُكُ أَلُولُكُ أَوْلُكُ أَوْلُكُ أَلُولُكُ أَوْلُكُ أَلُولُكُ أَوْلُكُ أَوْلُكُ أَلُولُكُ أَوْلُكُ أَلُولُكُ أَلُولُكُ أَلُولُكُ أَلُولُكُ أَلُكُ أَ

LESSON 2 EXPLANATORY NOTES

is a compound of اش , "for," and interrogative, اش , as discussed in Lesson 1. Literally, it means "for what." It is used for "why." ما in this case is negative. ليش مَا means "Why not?" or "Why don't?"

- is measure III imperfect of خابر , "exchanged information" with the third person (m. sing.) prefix and suffix; it means "telephone him" The verb in measure I is خَبُرُ , "informed."
- 16. تعزمه is strictly dialect and means "invite him." It is used differently in MSA. The MSA for "invited" is دُعَا العَشَا . دُعَا is "to invite him to dinner." Notice that the hamza at the end is dropped. This is normal in ID. See Summary.
- 17. أَمْرَأَةُ or مَرْأَةً or مَرْأَةً or مَرْأَةً woman." إِمْرَأَةً or مُرْتَهُ means "his woman." It is interchangeable with مرته , which is the MSA رُوجِتُهُ
- is strictly dialect and means the same as the MSA أَيْضًا , "also."

 It may be used as مُعَمّ , without the aina ending.
- 19. "بعد دلك means "afterwards." In MSA, it is بعد دلك , "after that." معد دلك means "after" in both dialect and MSA.
- 20. النتيجة is the same in ID and MSA and means "result." The plural is or تتائيج. The latter is dialect. In ID the seat is usually pronounced rather than the hamza. See Summary.

DRILLS



One To be completed outside class. Repeat after the model (Note that the Arabic numbers correspond to the items in Explanatory Notes.)

Hello, Sameer.

Two hellos, welcome.

Where were you yesterday morning?

Where are we going to drink tea?

۰۱ مرحباً یا سمیر ۰

مرحبا

مرحبا یا سمیر ،

٠٢ مرحبتين ، هلا بيك ٠

مرحبتين

هلا بيك

مرحبتين ، هلا بيك ،

و ، نامه مره مره وه و و و . وين چنت البارحة الصبح ؟

البارحة الصبح
 البارحة الظهر
 مه ردر رو
 البارحة بالليل

وين چنت البارحة الصبح ؟

وين راح نشرب چاي ؟

ويين

وین راح نشرب

وین راح نشرب چاي ؟

Introduce to her

Introduce to us

Introduce to them

The boss sent me دزني ٠٦ بشغلة زغيرة للدائرة on a small, official errand زغيرة المدير دزني بشغلة زغيرة للدائرة . ٠٧ ويسا المهندس الأمريكي توم ٠ with the American engineer, Tom. وياً المهندس الأمريكي وياً المهندس الأمريكي توم ٠ You reminded me. You reminded her. You reminded us. You reminded them. When are we going to the cafe? ذكرتني ، يمتى راح نروح للكهوة ؟ Introduce to me

LESSON 2 DRILLS

When are you going to introduce Tom, the engineer, to me?

مُوْتَ وَ مَا مُوَكِّتِ رَاحَ تَعَـرَفَنِي عَلَى الْمَهَنْدِسُ تَوْمٍ ؟ اشْوَكُتُ رَاحً تَعَـرَفَنِي عَلَى الْمَهَنْدِسُ تَوْمٍ ؟ اشْوَكُت

اشوكت راح

اشوكت راح تعـرفني

اشوكت راح تعمرفني على المهندس توم ؟

What do you want from Salman?

شتريد من سلمان ؟

شتريد

شترید من سلمان ؟

Come. you, m. sing.

Come. you, f. sing.

Come. you, dual and pl., m. and f.

I'll take you today, if you want.

آخذك اليوم إذا تريد ٠

آخذك

اذا ترید

آخذك اليوم اذا تريد

تعال آخذك اليوم اذا تريد ٠

Look, I tell you

روه رو من ر ١٣٠ شوف أگول لك

شه ف

أكحول لك

شوف أكوّل لك

ر شوفي أَكْكُولُ لِسِّج شُوفُوا أَكُولُ لِكُم Why don't you drink tea?

۱۱۶ لِیش ما تِسْرِبْ چَاي ؟ لِیش لِیش مَا لیش ما تشرب چاي ؟

Telephone Tom if you want.

۱۵ خابر توم إذا ترید .
 خابر ، تخابر ، یخابر توم اذا ترید
 تخابر توم اذا ترید .

Are you going to invite him to dinner?

٠١٦ تِعِزمَه عَالُعَسَا ؟ تعزمه عالعشا

تعزمه عالعشا ٠

His wife is American.

۱۱۷ مُرتَه أَمْرِيكِيَّةً ٠ مرتـه مرته أمريكية ٠

She's an engineer, too.

١١٨ رهي هــمين مهندسة ٠

هي هـمين

هو همين

هيّ همين مهندسة

I go to the office, then to the cafe.

۱۹۰ أُرُوح لِلْدَائِرَةُ وَبَعْدِينَ لِلْكُهُوَةُ ٠ بعدين

للدائرة وبعدين للكهوة أروح للدائرة وبعدين للكهوة • LESSON 2 DRILLS

How is the result?

٠٢٠ النتيجة اشلونها ؟ النتيجة

النتيجة اشلونها ؟

Two Repeat after the model.

Bahjat and Sameer work in the same office. Bahjat walked in one morning and Sameer was already in the office. The following exchange took place.

بهجت: مرحبا یا سمیر ۰

سمير : مرحبتين ، هلا بيك ٠

بهجت : وين جنت البارحة الصبح ؟ اشتقنالك ٠

سمير : والله المدير درني بشغلة زغيرة للدائرة وياً توم ٠

بهجت : وينا توم المهندس الامريكي ؟

سمير: نعم ، والله يا بهجت هو خوش مهندس ،

Three Repeat after the model.

Bahjat went home after work. The following exchange took place between him and his wife.

بهجت: مساء الخير ندوة ٠

ندوة : مساء النوريا هلا بيك ، اشلون چان الشغل اليوم ؟

بهجت : والله مثل كل يوم بس اليوم ما شفت توم ٠

ندوة : انت ذكرتني بتوم ، يمتى راح تعرفني عليه وعلى مرته ؟

بهجت: فد يوم من الايام انشا الله ٠

ندوة : ليش ما تخابره الليلة واعزمهم عالعشا ويانا فد ليلة

واذا تريد أعزم صديقك سمير هميّن ٠

بهجت : زین ، راح اخابره بعدین ، واگول له انت وسمیر تحبون

تتعرفون عليه وعلى مرته ٠

LESSON 2 DRILLS

Four

Repeat after the model.

Bahjat has just come back from seeing the boss.

سمير : اشراد المدير وياك ؟

بهجت : راد يعرف نتيجة شغلتي وياً توم البارحة •

سمير: واشجانت النتيجة ؟

بهجت : گتله خلي اخابر توم واشوف هو شيگول ٠

سمير : زين ، لما تخابره ، هميّن اعزمه عالعشا مثل ما گلينا ٠

بهجت : نعم ، بس أي ليلة تحب ؟

سمير : أي ليلة الجانت ، شوف أي ليلة مرتك تحب ؟

Two--Translation

Bahjat: Welcome, Sameer.

Sameer: Welcome, welcome.

Bahjat: Where were you yesterday morning? We missed you.

Sameer: Well, the boss sent me on a small, official errand with Tom.

Bahjat: With Tom, the American? The engineer?

Sameer: Yes, Bahjat, by God, he is a good man and a good

engineer, too.

Three--Translation

Sameer: Good evening, Nadwa.

Nadwa: Bright evening, welcome. How was work today?

Sameer: Like everyday, except I did not see Tom today.

Nadwa: You reminded me of Tom. When are you going to introduce

him and his wife to me?

Sameer: One of these days, God willing.

Nadwa: Why don't you call him tonight and invite them to dinner

with us one night, and invite your friend Bahjat,

also, if you want.

Four--Translation

Sameer: What did the boss want from you?

Bahjat: He wanted to know the result of my work with Tom yesterday.

Sameer: What was the result?

Bahjat: I told him to let me call Tom and see what he will say.

Sameer: OK, when you call him, invite him to dinner also, as we said.

Bahjat: Yes, but what night do you like?

Sameer: Any night. See which night your wife likes.

Five

Complete the following 10 sentences by choosing the appropriate word from the left-hand column.

Example:

| أعرفسك | (Teacher) احب على صديقي ٠ |
|--------|--------------------------------------|
| | (Student) احب اعرفـك على صديقي ٠ |
| مهنـدس | ٠١ تعال ـــــ للگهوة ٠ |
| للكهوة | ٠٠ احب عالعشا ٠ |
| اعسزمك | ۰۳ ارید اروح ـــــ ۰ |
| نسروح | ٤٠ علي خوش ٠ |
| يمتى | ه٠ ـــــراح نشرب چاي ؟ |
| ويسن | ٠٦ رحت للدائرة و ــــــ رحت للگهوة ٠ |
| بعديسن | ۰۷ ــــراح تعرفني على صديقتك نـدوة ۰ |
| جنت | ٨٠ البارحة المدير بشغلة زغيرة ٠ |
| ليش | ٠٩ وين ــــ البارحة الصبح ؟ |
| درنـي | ١٠٠ ـــــ ما تخابر علي ؟ |

Six

Change the underlined words in the 9 sentences below to agree with the clues provided and make the necessary changes.

Example:

| f. | T) <u>تعال</u> نروح للكهوة ٠ | eacher) |
|----|------------------------------|---------|
| | s) تعالى نروح للگهوة ٠ | tudent) |

pl. اریدك تعرفني علی جاسم ۰
 f. د لیش ما تعزم <u>توم</u> عالعشا ۰

pl. • تعال نخابر لیلی ۰ معال نخابر نخابر

4٠ اشوكت ما تحبون ٠

ه م تحب تشرب چاي وياي ه ه وياي ه

pl. بمتى <u>تريد</u> النتيجة ؟

4γ المدير <u>دزني</u> بشغلة زغيرة للدائرة ٠

۰۸ <u>مرحبا</u> یا سمیر ۰

۹۰ وبعدین ویاك ۰

Seven

Match the items in the two columns below to form 5 complete sentences.

- ٠١ البارحة المدير دزني ٠ ٢٠ ومرته همين مهندسة ٠
 - ٠٢ شربت چاي ٠
 - ۰۳ لیش ما تخابر علي ؟ ۸۰ بشغلة صغیرة ۰
 - ٤٠ بهجت مهندس ٠
 - ٥٠ اليوم الصبح ٠ وتعزمه عالعشا ٠٠

Nine

Bahjat is on the phone calling Tom to invite him and his wife to dinner. Two students play the role, setting the date, and so forth.

Ten

Replace masculine names with feminine ones in the following 10 sentences and make the necessary changes.

- ١٠ وين چنت البارحة الصبح يا جاسم ؟
 - ٠٢ المدير دز علي بشغلة زغيرة ٠
 - ٠٣ تعال نروح للگهوة يا سمير ٠
- ٠٤ اگول لك علي ليش ما تخابر توم ؟
 - ٥٠ يهجت خابرنا البارحة ٠
 - ٠٦٠ علي يحب يتعرف على ندوة ٠
 - ٠٧ اشوگت تحب تشرب چاي يا سمير ؟
- ٠٨ تعال اخذك اليوم للعشا ويتّاي يا جاسم ٠
- ٠٩ علي راح للدائرة وبعدين راح للكَهوة ٠
 - ٠١٠ بهجت شاف المدير اليوم ٠

Eleven

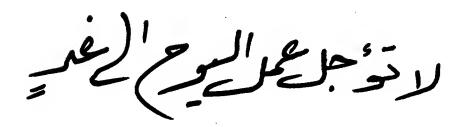
Change the singular forms to plural in the following 10 sentences.

- ٠١ تعال اعرفك على ضديقي ٠
 - ٠٢ احب اروح للگهوة ٠
- ٠٣ راح اخابر على الليلة ٠
- ٠٤ يمتى عزمت صديقك المهندس ؟
 - ٥٠ وين تريد تروح الليلة ؟
 - ٠٦ اشوكت تشرب چاي ؟
- ٠٧ ليش ما تاخدني وياك للكَهوة ؟
 - ٠٨ وين چنت البارحة ؟
- ٠٩ ليش ما رحت للدائرة البارحة
 - ٠١٠ مرحبا بيسيج ٠

Twelve

Complete the following 10 questions by prefixing either من or من , whichever is appropriate, to the verbs.

| تحب ناکل ؟ | • |
|-----------------------|-----------|
| كلت البارحة ؟ | • |
| وگت نشرب چاي ؟ | • |
| تكون النتيجة ؟ | |
| چان ویاك ؟ | |
| راد المدير ؟ | |
| تكوّل نروح للكَهُوة ؟ | • |
| | • • • |
| تاكل اليوم ؟ | ٠٩ |
| تريد من المدير ؟ | • 1 • |



COMMUNICATIVE EXCHANGES

FRAME II

Tom and his wife, Brenda, arrive for dinner at Bahjat's house.

تُوم : مساء الخير بهجت ، أجب اقدم إلكم مرتى برندا .

بهجت : مُساء النور ، أهلاً وسهلاً ، تشرقناً يا برندا ، آن،

مره مراقع و مرا مره ، مرقة المراقع المرقة المراقع المر

توم : فِرْصَة سَعيدة يَا نَدُوة ، تَشْرَفْتَ ،

سرندا : صَارَ لِي زَمَانُ أَسْمَعُ بِيهِ يَا نَدُوةً ، وَهُسَةً آنِي فَرَمَانَ هُوَايَةً

لإني تعرفت عليسج بالأخير .

ندوة : وآني هُمِينَ چِنتُ مُشَاقَة دَ أَتَعُرُفُ عَلَيهِ وُعَلَىٰ تَوْم ، شَرَّفْتُونَا .

بهجت : أَتَأْمَلُ أَنْ يِكُونَ ٱلْأَكِلِّ يِعْضِكُمْ ، وُلُو آنِي ٱكُولُهَا بَنَفْسِي ،

مرو *رون و ه مي مرو* بس ندوة اخوش طياخة ،

نوم : إحنا يعجبنا الأكل العربي وخاصة إذا جِان بالبيت ومو سالمطعم .

LESSON 2 FRAME II



TRANSLATION

Tom: Good evening, Bahjat. I like to introduce to you my wife, Brenda.

Bahjat: Good evening. Welcome. We are honored, Brenda. I'm Bahjat. I like you to know my wife, Nadwa.

Tom: Nice opportunity, Nadwa. I'm honored.

Brenda: I have been hearing about you, Nadwa, for some time, and now I'm very happy I've met you at last.

Nadwa: 1 was anklous also, to meet you and Tom; we are honored.

Bahjat: I hope that the food pleases you. Even if I say it myself, Nadwa is a good cook.

Tom: We like Arabic food, especially home cooking and not at a restaurant.

EXPLANATORY NOTES

- 1. Introductions are done in several ways. Generally, they are quite informal. See Enrichment.
- 2. أقدم إلكم is "I present to you (pl.);" ما also means "offered."

 2nd person m. sing.

 2nd person f. sing.

 3rd person m. sing.

 3rd person f. sing.

 أقدم إلم الما علم الم

الم أعرف كم على literally means "I like you (pl.) to know...." The pronoun suffix changes to fit the person as discussed before. The phrase أُحِبُ أُعَـّرُفُ should always be followed by either على or ب. For example, "I like to introduce you to Bahjat," may be either

- 3. The response is most often تشرفنا, "We are honored." For other responses, see Enrichment.
- 4. أَهُمَّهُ, "now," is derived from the MSA هُذِهُ السَّاعَةُ, "this hour," and is changed to مَارَ لِي زَمَانَ . هُسَةً in ID and abbreviated to مَارَ لِي زَمَانَ . هُسَةً means "I have been for some time...."

Example:

I have been hearing about you for some time.

صَار لِي زَمَانُ أَسمَعَ بِيكُ ٠

د مرتز 5. as in حتی or لـ to," is the ID for the MSA لـ or حتی expressing a wish or a desire. It's also used to render the present continuous as in آنِي دُ آکل هسته ٠ I am eating now."

من و ر "You honored us," is also used as a polite gesture to a visitor م مرفتم or a guest in such varying conjugations as so on.

6. آمل "I wish" or "I hope," is ID for the MSA .

Example:

I hope you're well.

اتأمل أنك زين ٠

7. مُسَو , "not," In ID stands for the MSA . It is used to negate nouns only. La is used to negate verbs.

Examples:

Salim is not an engineer.

I do not drink tea.

س و وره سالم مسو مهندس ۰

آنِي مَا أَشْرَبُ چَاي ٠



One To be completed outside class. Repeat after the model. (Note that the Arabic numbers correspond to the items in Explanatory Notes.)

I like to present my friend to you.

١٠ أُحِبُ أَقدَمُ إلكُم صَدِيقِي .
 أحب أقدم إلكُم - إلكُ ، إلْهَا ، إليج
 أقدم الكم صديقي .

I like you (pl.) to know my wife.

أَحِبُ أَعَرِفُكُمْ عَلَىٰ مُرْتِي . ٢٠ أَعَرِفُكُمْ ، أَعَرِفُكُ ، أَعَرِفُكِ ، أعرفكم على مرتي أحبرقكم على مرتي .

We are honored; this is a happy opportunity.

٠ مَرَّه مَ دَوْرَهَ سَعِيدَة ٠٠ مُرْصَة سَعِيدَة ٠ مَرْصَة سَعِيدَة

Now, I'm going to go to the restaurant.

فرصة سعيدة

تشرفنا ، فرصة سعيدة ٠

٠٤ هُسَةً رَاحَ أُرُوحَ لِلْمُطْعَمُ ٠

هسة

هسة راح أروح

هسة راح أروح للمطعم •

I go to the cafe to drink tea.

أُرُوح لِلكُّهُوَّةُ دَ أَشُرَبٌ چَاي ٠

ى • د

د أشرب

د أشرب چاي

أروح للگهموة د أشرب چاي ٠

I hope the family is well.

٢٠ أَتَأْمَلُ أَنَّ ٱلْأَهُلُ رَينِينَ ٠
 أَتَأْمَلُ - نِتْاُمْلُ - تِتْاَمْلِينَ - تِتَاَمْلُونَ الْأَهْلُ إِنْ الْأَهْلُ رَينين ٠

Salim is not in the office today.

سَالِمُ مُو بِالدَّاشِرَةُ الْيُومِ •

۱ مو

مو بالدائرة

سالم مو بالدائرة اليوم ٠

Two Repeat after the model.

توم : احب اعرفك بمرتي برندا يا بهجت ٠

بهجت : شرفتينا برندا ، اهلا وسهلا ٠

برندا : فرصة سعيدة صار زمان أريد اتعرف عليك ٠

توم : آني اليوم بعجبني آكل أكل عربي ٠

بهجت : آني اعرف فد مطعم هواية زين ٠

برندا : زين ، خلي نمشي ٠

Three Repeat after the model.

توم : مرة بهجت خوش طباخة ٠

سمير: اشلون تعرف؟

توم : البارحة تعشينا وياهم •

سمير : بس ندوة ما تطبيخ أكل أمريكي ٠

توم : لا ، لا ، طبخت أكل عربي ٠

سمير : ومرتك چانت ويساك همين ؟

توم : نعم وهي همين عجبها الاكل هواية ؟

سمير : اشطبخت الكم ندوة ؟

توم : والله ما اعرف كلها اكلات عربية ، بس چانت هواية زينة ٠

Four Repeat after the model.

ندوة : اشلون عجبسج الاكل يا برندا ؟

برندا: عجبني هواية هواية ٠

ندوة : انت تحسبين الاكسل العربي ؟

برندا: نعم اذا انت تطبخيـه ٠

ندوة : انت ما تعرفيسن شلون ؟

برندا: لا آني اعرف طبخ امريكي بس ٠

Two--Translation

Tom: Bahjat, I like you to know my wife, Brenda.

Bahjat: My honor, Brenda. Welcome.

Brenda: Happy opportunity. I have been wanting

to know you for some time.

Tom: Today I like to eat Arabic food.

Bahjat: I know a very good restaurant.

Brenda: By God, let's go.

Three--Translation

Tom: Bahjat's wife is a good cook.

Sameer: How do you know?

Tom: We dined with them last night.

Sameer: Nadwa does not cook American food.

Tom: No, no, she cooked Arabic food.

Sameer: Was your wife with you, too?

Tom: Yes, and she also liked the food a lot.

Sameer: What did Nadwa cook?

Tom: My God, I don't know, but it was very good.

It was all Arabic food.

Four--Translation

Nadwa: How did you like the food, Brenda?

Brenda: I like it very, very much.

Nadwa: Do you like Arabic food?

Brenda: Yes, if you cook it.

Nadea: You don't know how?

Brenda: No, I know American cooking only.

LESSON 2

Five

Choose the appropriate response from the left-hand column for each of the following 5 questions.

ا٠ وين راح سلمان ؟
 ١٠ اشوكت راح نروح للكّهوة ؟
 ٣٠ انت تحب أكل المطعم ؟
 ١٥ اشكالوا لما عرفتهم على توم ؟
 ١٠ اشكالوا لما عرفتهم على توم ؟

 $\frac{\text{Six}}{\text{Choose}}$ the appropriate words to fill in the blanks in the following 8 sentences.

 1 - احب ـــــ على مرتي •

 7 - ــــ سعيدة , تشرفنا •

 ٣ - تعال نروج ــــ •

 3 - آني فرحان لأني ــــ بالاخير •

 0 - ـــ الاكل العربي •

 7 - ليلى خوش ـــ •

 4 - يعجبني أكل البيت ـــ المطعم •

 4 - ـــ الكم صديقي سلمان •

Seven

Use either the particle ما or مو appropriately to negate the following 10 sentences.

Example:

(Teacher) هذا علي ٠ (Student) هذا مو علي ٠

٠١ هذا خوش مطعم ٠

٠٢ سلمان راح للگهوة ٠

۰۳ هذا أكل عربي ۰

- ٤٠ هــدي نــدوة ٠
- ٥٠ المدير دزني بشغلة للدائرة ٠
 - ٠٦ تعرفت على جاسم ٠
 - ٠٧ يعجبني اشرب ڇاي ٠
 - ۰۸ آني فرحصان ۰
 - ۹۰ توم مهندس ۰
 - ٠١٠ بهجت هسه بالمطعـم ٠

Eight

Change the underlined verbs in the following Iraqi sentences from the perfect tense to the imperfect tense and vice versa. Make any necessary changes.

Example:

- (Teacher) سمير عجبـه الاكل •
- (Student) سمير يعجبه الاكل ٠
 - ٠١ ندوة تطبخ خوش أكل ٠
 - ۰۲ توم <u>اشتغل</u> مهندس ۰
 - ۰۳ بهجت د ياكل بالمطعم ۰
 - ٠٤ اقدم الك صديقي حاسم ٠
 - ٥٠ سمير يروح للكهوة ٠
- ٢٠ برندا <u>تشتغل</u> بهالدائرة ٠
 - ٠٧ ندوة حبت أكلنا ٠
- ٨٠ سلمان چان بالدائرة الصبح ٠
 - ١٩٠ اشوكت تشرب جاي ؟
 - ٠١٠ يمتى تحب تاكل ؟

Nine

Replace the verb قدم with قدم in the following sentences and make the necessary changes.

Example:

- (Teacher) اعرفكم على سمير •
- (Student) اقدم الكم سمير ٠
 - ٠١ اغرفيج على سالم ٠
 - ۰۲ هو عرفضا بندوة ۰
 - ٠٣ تسوم عرفني على مرته ٠
- ٠٤ راح عرفك على صديقي المهندس ٠
 - ٥٠ ليش ما تعرفها على برندا ٠
 - ٠٦ عرفه علي ٠
 - ٠٧ ليش ما تعرفه على جاسم ؟
 - ٠٨ عرفها بنيُّ ٠
 - ٠٩ المدير عرفنا على تسوم ٠
- ٠١٠ عرفتكم بصديقي الامريكي السارحة ٠

Ten

In the following 7 sentences, replace the underlined word or phrase with a suitable selection from the left-hand column.

 ۱۰ صار زمان اسمع بیسچ •
 امشي

 ۲۰ <u>تشرفت</u> بمعرفتكـم •
 یعجبها

 ۳۰ یعجبني الاکل بالبیت مو بالمطعم •
 اشوکت

 ۱ الاکل زیین بهالمطعم •
 لی الشرف

 ۵۰ مرتی تحب الاکل الامریکی •
 ارید اتعرف علیج

 ۲۰ خلی نروح للگهـوة •
 لیس

 ۲۰ یمتی راح نشرب چای ؟
 خوش

Eleven

Four students, two males and two females, play the roles in the following situation. Last night you and your wife were invited to dinner at your Iraqi friend's house. You met his wife for the first time. Your Iraqi friends met your wife for the first time. Both you and your wife appreciated their Arabic food.



CLASSROOM EXERCISES

What do you say?

- 1. Introduce your friend Jassim to your friend Ali.
- You are being introduced to Layla. Respond.
- 3. Invite your friend Sameer to dinner in a restaurant and tell him to bring his wife since your wife will be with you.
- 4. You are leaving your friend Salim's house after dinner. Thank him and his wife for the dinner invitation and compliment Salim's wife on her cooking

Role Playing

Situation 1. You are the manager. You want to send your employee,
Salman, on an official errand. You want him to stop by the office of the
American engineer, Tom, and take him along. Salman enters your office and
greets you. Pick up the conversation.

Salman greets you.

You respond and then give your instructions.

Salman responds, saying that he has not met Tom before but has heard of him.

You send greetings to Tom.

Salman says he'll call Tom first.

You say OK, and that you expect good results.

Situation 2. After arranging as meeting with Tom on the telephone, Salman meets Tom in his (Tom's) office.

Salman greets Tom saying he's been looking forward to meetin him.

Tom responds in a similar manner.

Salman relays the greetings of the manager and then explains that they must run an errand together.

Tom responds and the two men leave the office.

Situation 3. After the errand is performed, Salman reports back to the manager.

Salman greets the manager.

The manager asks how Tom is.

Salman replies that Tom is well and sends his greetings.

Then the manager asks if the errand has been performed.

Salman answers "yes" and that everything went well.

The manager thanks Salman, and Salman leaves the office.

Interpretation Practice

Act as an interpreter in the following situations.

English speaker (Instructor)

Interpreter (Student)

Iraqi speaker
 (Student)

Situation 1.

+1 1+

I like to invite you and your wife to dinner tonight.

اشکرک هوایة ، وین ؟

At home.

زين ، بس اريد اشوف مرتي شراح تگول ٠

That is all right, but let me know the result.

اي نعم أكّل لك النتيجة هسه بعد ما اخابرها ٠

OK. What do you like to eat?

والله احنا نحب الأكل العربي ٠

برندا تعرف تطبخ أكل عربي ؟

No, she doesn't but wants very much to learn.

زين ، أكل أمريكي ما يخالف ، بس اذا

مرتك تحب تتعلم ، ندوة تعلمها ٠

OK, thanks, I'll tell her that.

Situation 2.

انت امریکیة ؟

Yes, I am American.

آني ندوة ، مسرة بهجت ٠

I'm honored, I'm Brenda.

انت مسرة المهندس توم ؟

Yes, I am.

فرصة سعيدة صار زمان احب اتعرف عليي •

Thanks, I was anxious to meet you, too.

فد يوم راح اعزمكم عالعشا انشا الله ٠

That will please me; I like Arabic food.

زين ، راح اخابسرچ بعدين ٠

Please, I like to hear from you.

Translation Practice

Read the following 7 sentences and translate them orally into English.

- ٠١ آني ومرتي يعجبنا الاكل العربي ٠
- ٠٢ البارحة الصبح رحت لفد مطعم وجان اكلهم هواية زين ٠
- ۰۳ وتعرفت على مرة المهندس توم ، چانوا بالمطعم د ياكلون همين ٠
- ١٠٤ آني جنت اسمع هواية عن مرته يگولون هي يعجبها تتعلم الطبخ العربي ٠
 - ٥٠ انشا الله فد يوم اقدمها لمرتي واخليها تعلمها الطبخ ٠
 - ٠٦ مرتي راح تحب تعلمها ، مرتي خوش طباخمة ٠
 - ٠٧ اي تعلمت الطبخ كله بالمطبخ من امها ٠

Dictation Practice

With books closed, write the following 7 sentences in SATTS as the teacher dictates them.

- ٠١ تعال اعرفك على جاسم ٠
- ٠٢ فرصة سعيدة ، تشرفنا ٠
- ٠٣ چنت مشتاق هواية د اتعرف عليك ٠
 - ٤٠ اقدم ليج مسرتي نسدوة ٠
 - ٥٠ المهندس توم خوس مهندس ٠
- ٠٦ بمطعم سالم يقدمون أكل أمريكي وعربي همين ٠
 - ٠٧ آني بنفسي شغت الطباخ يطبخ أكل أمريكي ٠

HOMEWORK



Exercise One

On a separate sheet of paper, use SATTS to write the 9 recorded sentences.

Exercise Two



On a separate sheet of paper, translate the 8 recorded sentences into English.

Exercise Three



Listen to this recorded ID paragraph, then answer the 9 questions based

- 1. Who invited whom?
- How many people were there in the group?
- What is Ali's profession?
- 4. Who is Sameer's wife?
- 5. Who is Layla?
- 6. Who suggested that certain restaurant and why?
- 7. What kind of food is served in that restaurant?
- 9. What did Ali want to eat?

Exercise Four



You will hear 8 sentences or questions in ID, each followed by three responses. On a separate sheet of paper, write the letter corresponding to the best response in each case.

- - الله يسلمك •
- c الله يسلمها ٠

- a .a جاسم ما يعرف توم ٠
- b. آني ما اعرف توم ٠
- c. توم ما يعرف مرتـه ٠
 - ۰۳ a اتعشیت البارحـة ۰
 - d. اشوگست ؟
 - c. يمتىي ؟
 - ۰۶ a سلم لبي عليه ۰
 - d. المدير خابرني •
- c. خابرت المدير البارحة
 - ۰۵ م زیسن ، تعال ۰
 - d. ليش مصو بالمطعم ؟
 - c البارحـة شفتك ٠
 - ۰٦ a. البارحة بالليل ۰
 - d، الصبـح •
 - c. يمتى ما تىرىد ·
 - ۰۷ مرفناکـم ۰ a
 - d، شرفتىچ ·
 - c، شرفتینـا ۰
 - ۰۸ a. فرصـة سعيدة ۰
- b. شكرا ، كثر الله خيرك ٠
 - c زین ، ما یخالف ۰

SUMMARY



- 1. The response of مُرَحِبَين, "Two welcomes," stems from the Arabic trait of returning a greeting with a better one. Sometimes other numerals are used. (See Enrichment.)
- 2. تعال , "Come," is an irregular verb. It occurs only in the imperative form: تعال (m.), تعال (f.), تعال (pl.).
- 3. ID interrogative has two forms, ش and voweled . The general rule that determines which one you use is that you should have v.c.v. شِیکُول , شیکُول .
- 4. The endings in ID are vowelless while they are inflectional in MSA.
- 6. The particle s is used to:
- a. Indicate a desire or a wish to do something. It is used more or less for future action, like the MSA مُتَى or مُتَى "I'm going to the cafe to drink tea." رَايحُ لِلْكُهُونَة دُ اَشْرَبُ چِاي .
 - Indicate the present continuous, for example,
 I am eating now.

LESSON 2 SUMMARY

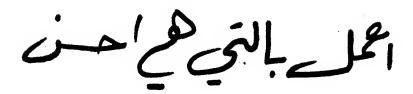
7. For introductions, if اعَـــرَفُ is used, it should be followed by either
مل or به For example,
اعرفكم على صديقى .
Meet my friend.
اعرفكم على صديقى .

أُعْرِفْكُم عَلَىٰ صَدِيقِي or رُرُهُ اعْرِفْكُم بَصَدِ يِقِي ٠

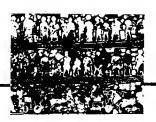
- If اقسدم نا is used, it should be followed by a suffixed اقسدم أَدُّ اللهُ ال
- 8. In Lesson 1, the phrase صَارِ زَمَانُ was introduced. A variation of that is صَارِ لِي رَمَانُ , "I have been for sometime." Depending on the situation, this phrase may be rendered as صَارِ الْكُم , صَارِ الْكُم , صَارِ الْكُم , صَارِ الْكُم , صَارِ الْمَا ، or مَارُ الْمَا ، or مَارُ الْمَا ، or مَارُ الْمَا .
- 9. هسه "Now," in ID, was developed from the MSA هذه الساعة , which was modified to هالساعة and then to هسة .
- 10. آتامل , "I wish" or "I hope," is ID is developed from the MSA آملل , which also used in ID.
- 11. البارحة صاحاً , "yesterday morning," is ID for the MSA البارحة صاحاً . may be changed to fit the period of the time; thus, it may be الصبح , "yesterday evening."
- 12. The hamza in ID is usually dropped, if final, or the seat is pronounced if medial.
- 13. وَيَّا , "with" is ID for the MSA . آمعَ It takes a suffix just like .
- 14. مُتَىٰ , "when," is ID for the MSA مَتَىٰ. It is a compound of the interrogative ومَتَىٰ and ومَتَىٰ . This term inquires about time in general.

15. In ID, the prefix of the verb is vowelless except for the first person singular (I) which is "a" | .

Example:



REFERENCE GRAMMAR



Verbs

a. Measure I sound verb, عـزم , ID "invited"
 (Model Pattern)

| Pronouns | | Perfect | Imperfect | Imperative |
|--------------|----------------|--------------------------|-------------------------|------------|
| he | م هو | عِــزَم | يعزم | |
| she | ھي | ه م ع <u>ِ</u> ــزمَت | شِعْزِمْ | |
| they | هم | م م عسزموا | ه ه ر س پیمرزمسون | |
| you, m. | ٳ۫ؖڹ۫ؾؘ | عِــزمت | تعسرم | إعسرم |
| you, f. | انت کو | عِــزَمْت | رِعِ۔ و ْمین | إعبر زمي |
| you, pl. | رانتو رانتو | عِزْمُشُو | تعسرمون | إعسرموا |
| I | آئِي | عِــُزمِتْ | أعسرم | |
| we | إحنا | عِسَرَمْنَسَا | نِعْسَرِمْ | |
| verbal noun, | عسريمة | | | |
| noun of subj | عَارِمْ ,ject | | | |
| noun of obje | معـــزوم ect, | | | |

LESSON 2 REFERENCE GRAMMAR

b. Measure I sound verb, طبخ , "cooked"

| Pronouns | | Perfect | Imperfect | Imperative |
|-----------------|--------------------|-------------------------|-------------------------|-----------------------|
| he | ھو | و طـــخ | • و • بِطبخ | |
| she | ھ ي ّ | و ه <i>ر</i> ر طبسخت | ہ ر ہ تِطبـخ | |
| they | هم | وه مد طبـخوا | ه و پیطبخسون مربر | |
| you, m. | إنت | طبخيت | ر م تطبخ | م،ه و ه اطبــخ |
| you, f. | إنت | طبخت | وه تطبخسین | ر راطــبُخي |
| you, pl. | انتو | طبختــو | شِطبِ خُون | ره ر إطبـخوا پي |
| ı | آني | و م طبخبِت - | أطسخ | |
| we | إحنسا | طُبِخُت | و ص ر ص نطبحخ | |
| verbal noun, | ر و و طبیخ | | | |
| noun of subject | but, طَابِـخ , but | is used طباخ | instead. | |

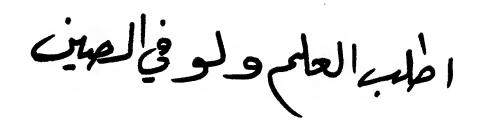
noun of subject, طابخ , but فابخ is used instead.
noun of object, مطبوخ

Other measure I sound verbs contained in this lesson are: عَبَّبُ , سِمَع and are conjugated according to the pattern of إِنْسَدُ

2. Mesure I verb weak-in-the-middle, راد "wanted"

| Pronouns | | Perfect | Imperfect | Imperative |
|----------|------|-----------------------|----------------------|------------|
| he | ھو | ر . ر اد | يريد | |
| she | ھي | َ رانت | • تـريد | |
| they | هم | ر رادوا | • يريـدون | |
| you, m. | إنت | ریت | تسريد | * ریـد |
| you, f. | إنت | رِئْت | ° تريدين | * ريدي |
| you, pl. | إنتو | ردت <u>ُ</u> ردتُو | تريــدون تريــدون | * ریدوا |
| ı | آني | ريت | اُريـدْ | |
| we | احنا | رِّدُنَ | نـريد | |

noun of subject, مریدود noun of object, مریدود



^{*}Seldom used.

LESSON 2 REFERENCE GRAMMAR

3. Measure II verbs عَرَف , ذَكَّر , شَرَف , for conjugation and forming verbal noun, noun of subject and noun of object, follow the pattern of مَلَتُم , discussed in Lesson 1.

4. Measure III verb, خابـر , "telephoned"

| Pronouns | | Perfect | Imperfect | Imperative |
|----------|------|--------------------|--------------------|---------------|
| he . | هو | آ ر خابـر | • / د يخابصر | |
| she | ھي | م مره خابسرت | تُخَاسِرُ | |
| they | هم | م م و خابسروا | ه/ م و يخابسرون | |
| you, m. | إنت | ۔ خابسرت | تخابِرُ | ۔ خابـر |
| you, f. | إنت | خابرت | وم تخابسرين | خابسري |
| you, pl. | ائتو | َ ۾ ه و خابسرتو | تخابرون تخابرون | ء و خابروا |
| ī | آني | ر خابـرت | أُخَسابِرُ | |
| we | إحنا | خابرنا | نْخَابِرْ | |

verbal noun, مُخَابِرَةَ تَلِيغُونِيةَ signal" in military usage مُخَابِرَةً تَلِيغُونِيةً means "phone call"

noun of subject, إُمْنَابِرٌ noun of object, إُمْنَابَرُ

5. Irregular verb, تعال , "come," imperative only

you, m. إنتَ إنتَ you, f. إنتِ إنتِ you, f. إنتِ عَالُوا إنتو





Part A.

You will ear 10 Arabic statements or questions, each followed by three responses On a separate sheet of paper, write the letter of the best response in each case.

- ۰۱ a اشكرك كثر الله خيرك ۰
- ob آني يعجبني الجاي بالكُهوة ·
 - c تشرفنـا ٠
 - ۰ الله يسلمك ۰a
 - ٠b صار زمان ما شفناك ٠
 - oc تشرفت آني صبيحة ·
 - · a هذا خوش مطعــم
 - d، نعم هوايـة ،
 - c اشوكّت ما تحب ·
 - ه البارحة الصبح
 - b، بالمطعـم •
 - ۰c بعد شویـة ۰
 - a الصبح ٠
 - ۰b بالليسل
 - c بعد الظهـر ٠

LESSON 2 EVALUATION

، a آني اکليي کليه امريکيي ه

- b. مرتك خوش طباخـة
 - · د اني همين اتأمل ·
 - ۰۰ سلم لي عليه ۰
 - b، فرصة سعيدة •
 - c گُل له مرحبا ٠

۰a المدير مو فرجان ۰

b المدير فرحان •

oc المدير جان زين ·

a علي ما أكل البارحة •

هان بالدائرة البارحة ٠

c لیش ؟

۰۱ چنت بالبیت ۰a

b. چنت مشتاق ۰ .

٥٠ چنت فرحان هواية ٠

Part B.

Translate the following 5 recorded Iraqi sentences into English.

Part C.

Use SATTS to write the following 5 recorded Iraqi sentences.

LESSON 2 EVALUATION

Part D.

Listen to the recorded Iraqi paragraph, then answer the 7 printed questions based on it.

- 1. Who knew Tom and his wife?
- What is Tom's wife's name?
- 3. What does she do?
- 4. What did she say to Jassim?
- 5. When does Jassim expect to see her in his office?
- 6. Did Jassim know Tom before?
- 7. How did Jassim know Brenda's profession?

ENRICHMENT



1. Introductions are performed in several ways of which the following is the most common:

Lieutenant, "I introduce to you..."

احب اقدم الكم ٠٠٠٠

or

اقدم الكم ٠٠٠٠

Lieutenant, "I like you to know...."

احب اعرفكم على ٠٠٠٠

or

اعرفكم بـ ٠٠٠٠

Introductions tend to be informal; there are no specific rules. A man may be introduced before a woman or vice versa. Age does not enter into it either. It may be as informal as:

This is; do you know him?

هذا ۲۰۰۰ تعرفوه ؟

2. The response is also varied.

Examples:

We are honored.

تشرفنا

or

نتشرف

The honor is mine.

لى الشرف

The measure II verb, شـرفّ , has a wide range of meanings (Look it up in your dictionary.) It's often used to show politeness and appreciation to a visitor or a guest upon admitting:

You honored us.

شرفتنا

You (pl.) honored us.

شرفتسونا

3. بعدین is "afterwards" or "thereafter." When followed by and a suffix, like بعدین , it renders an expression of exasperation. It means "What am I going to do with you?" or something similar.

احب لاخيك ما تحب لنف

VOCABULARY



| ENGLISH | ID | MSA |
|---------------------------|---------------------|----------------------------|
| afterwards, later | بعدين | |
| also | م بر بر همــين | |
| American | | ء امريكِي |
| Arabic | | عسربي |
| at last | مره دُ سِالاخيسر | |
| Bahjat (name) | - | م د م بهجت |
| because | | لٍانْ |
| come (imperative) | | تُعَالُ |
| cook (to) | و - • طبــخ | طب |
| dinner | عَشَا | |
| eat (to) | إكسل | |
| engineer | | مهندس |
| errand, matter, operation | ۔ ہ۔ ہ شغلۃ | |
| especially | | خَاصَةً |
| even | ولو | |
| food | | أُكلُ مُ |
| friend | | صُديق – أصدقاء (ج) |
| happy | ۰۰۰ ه فرحان | سعيد |
| hear (to) | | سعيدَ سَمِـعَ شَـرُف |
| honor (to) | , | َ مَد <u>ب</u> شـرف |
| hope (to), wish (to) | أُتَّأُمُ لَ | |
| if | | 131 |
| introduce (to) | | مرية أو عسراف |
| invite to | م ع <u>ـ</u> زم | |

| ENGLISH | ID **- | MSA |
|-----------------|-------------------------|---|
| man | رَجَّال – ريِّاجيِل (ج) | • |
| manager | | و مدیر : « |
| mother | | ر أم – أمهات (ج) |
| nice | | سَعید ، سَار |
| noon | مه وو الظهر | • |
| not | و مو | |
| now | مُسَمَّ | |
| office | | ر د اغرة – دُواعِر (ج) |
| opportunity | | دَ ائْرَة – دُوُ ائر (ج) د. رُ فرصة – فرص (ج) |
| pleased (to be) | عِجب | |
| present (to) | | - سَمِ قـدم |
| remind (to) | | َ مَنْ مَنْ ذَكَــرُ |
| restaurant | | مُطعَـم – مَطَاعِـم (ج) |
| result | | نَتيجَة – نَتَائِج (ج) |
| say (to) | كُالْ | |
| self | • | ~ه کُوه و نفس — انفس (ج) |
| send (to) | در | - |
| small | ُ رُغُیر – رُغُار (ج) | · |
| telephone (to) | - ر خابر | |
| today | | ، ، ر اليوم – أيام (ج) |
| to you (pl.) | ، اِلْكُم | |
| Tom (name) | | - توم |
| tonight | هَاللِيلَة | |
| take (to) | إخسد | أُخَــُذُ |
| want (to) | رَاد | |
| when | يمتّى ، أشوكت | |

LESSON 2 VOCABULARY

| ENGLISH | <u>ID</u> | MSA |
|-----------|----------------------------------|-------------------|
| whenever | م ۱ م مه د یمتی ما ، اشوکت ما | |
| where | ر ويسن | |
| which | | ٱؿ |
| why | لِيش | |
| wife | مُسرَة | • |
| will | ر َاح | |
| with | رُيَّا | |
| yesterday | | ء ٠٠ ر البارحة |

LESSON 3

INVITING AND VISITING PEOPLE



OBJECTIVES

Upon completion of this lesson, you will be able to:

- Participate in a short conversation about some foods.
- Invite friends to dinner in your home.





| 1. | The measure I sound verbs: | گِـدَر |
|----|---|---------------------|
| 2. | The measure I verb with double ending: | حُـط |
| 3. | The measure I verb with weak ending: | حجسیٰ |
| 4. | The measure II sound verb: | ∕ ٿ جــرب |
| 5. | The measure II verb with weak ending: | - شد ۱ سـوى |
| 6. | The measure III sound verb: | ناسب |
| 7. | The measure III verb with weak ending: | , شاقی |
| 8. | The special usage of the measure IV verb: | ءُ ۾ . امڪن |
| 9. | The measure V sound verb: | ۔ ص تعلم |

11. The ID usage of the noun of subject.

Introducing ماكيل and ماكيل.

10. The ID preposition:

COMMUNICATIVE EXCHANGES

FRAME I

After dinner the two couples are in the living room drinking tea. They are joined by Lieutenant Haydar, a friend of Bahjat, who came to visit.

بهجت : هذا الملازم حيدر ، وهذا المهندس توم ومرته برندا ٠

ر رورور توم وبرندا : (يصافحوه) اتشرفنا٠

رور و مراور و و المرور و المر

ر أنتَ ضَابُط بِالْجَيْسِش وَ إِلاَّ وَيُسِن ؟ وَمَا الْجَيْسِش وَ إِلاَّ وَيُسِن ؟

برندا : شِغبِت يَا تُوم إِشْكَد الكَبَابِ جَان طَيّب ٠

توم : نَعُم ، شِنُو إِلْشِي إِلْلِي خَطِّيتِه بِينه يَا نسدوة ؟

نَدُوَّة : مَاكُو شِي خَاص ، يُمكِن السَّمَاك ٠

برندا : يمكن فَدْ يوم تعلميني أطبخ مثليج ٠

ندوة : إِذَا عِنْدِج وَكِتِ بَاجِر أَعَلَمِيجٍ •

برندا : أُصِير مَمنُونَة مِنتِج هُـوايَة ٠



| TRANSLATION | |
|---------------|--|
| Bahjat: | This is Lt. Haydar. This is the engineer, Tom, and his wife, Brenda. |
| Tom & Brenda: | (Shaking hands with him.) We are honored. |
| Haydar: | Thanks, the honor is mine. |
| Poma. | Are you an officer in the army, or where? |
| Baydar: | Yes, I'm in the Army Signal Corps. |
| Brenda: | Tom, did you see how delicious the kabab wis? |
| Toms | Yes. What is it that you put in it, Nadwa? |
| Nadwa: | Nothing special; perhaps it's the sumac. |
| Baendai | Could you, one day, teach me to cook like you do? |
| Nadwa: | If you have time tomorrow, I could teach you. |
| Bremda: | I will be very grateful to you. |

EXPLANATORY NOTES



1. مُـلازم , "lieutenant," is MSA, usually used for both second and first lieutenant. In formal correspondance it shold be specified, مُـلازم أُول or This term is used by the army as well as the air force and navy.

2. فَابِطْ بَالْجَيْسُ, "officer in the army," is both ID and MSA. It is always used in this form; that is, the two words are joined by a preposition. It is never used as a noun in construct. The Arabic understanding of noun in construct often implies possession.

If the intent is to specify the branch of service, the preposition — or should precede that branch of service to avoid forming a noun in construct as in the case in English.

Examples:

If the intent is to show the branch of the army to which that officer belongs, a noun in construct is formed.

Examples:

If the officer is in the air force, ضَابِطُ طَيَّار , "flying officer," may be used. In the navy, ضَابُطُ بَحْري , "sea officer," may be used, but ضَابُطُ جَيش or ضَابُطُ جَيش , "army officer," is never used, though it is grammatically correct.

LESSON 3 EXPLANATORY NOTES

3. أو is a synonym of أو is a synonym of أو is a synonym of أو Example:

Do you like tea or coffee?

تُحب جَاي وُ ٱلاَّ كَـهُوَة ؟ or تحب جَاي لُو كَـهُوَة ؟

The first | in y is often not pronounced, but it may be heard sometimes. There are other applications of y, in both ID and MSA.

See Enrichment.

- is being used here as a military word meaning "corps." Its primary meaning in MSA is "class," "kind" or "category."
- 5. مَنَابَرة , "telephone call," is derived from the verb مَنَابَرة , "informed."

 When used with مُنَابَرة , صِنْفِ ٱلْمِنَابِرة means "signal," as in مِنْفُ ٱلْمِنَابِرة , صِنْفُ الْمِنَابِرة , صِنْفُ الْمِنَابِرة , عَنْفُ الْمِنَابِرة , عَنْفُ الْمُنَابِرة , عَنْفُ الْمُنَابِرة , عَنْفُ الْمُنَابِرة , عَنْفُ الْمُنَابِرة , عَنْفُ الْمُنْابِرة , عَنْفُ الْمُنْابِرة , عَنْفُ اللّهُ عَنْفُ اللّهُ عَنْفُ اللّهُ اللّهُ عَنْفُ اللّهُ عَنْفُوا اللّهُ عَنْفُ اللّهُ عَنْفُوا اللّهُ عَنْفُ اللّهُ عَنْفُوا اللّهُ عَنْفُوا اللّهُ عَنْفُ اللّهُ عَنْفُوا اللّهُ عَنْفُوا اللّهُ عَنْفُوا اللّهُ عَنْفُوا اللّهُ عَنْفُ اللّهُ عَنْفُ اللّهُ عَنْفُوا اللّهُ عَلَى اللّهُ عَنْفُوا اللّهُ عَنْفُوا اللّهُ عَلَى اللّهُ عَلَيْكُوا اللّهُ عَلَاللّهُ عَلَاللّهُ عَلَالْمُ اللّهُ عَلَاللّهُ عَلَالُهُ عَلَالْمُ اللّهُ عَلَالُه
- 7. کباب , "kabab," a meat dish is also MSA. See Enrichment.
- 8. شِنُو , "What is?" is ID, a compound of the ID interrogative ش and the ID ثو which is the MSA شنُو . هُوَ precedes a noun and never a verb.
- is formed, in ID هُوَ and the pronoun مَنْ is formed, in ID نفو it will become ; منو

LESSON 3 EXPLANATORY NOTES

9. اللّبي and الذي and الذي . It is not considered a relative pronoun as it is in English and is not used in the interrogative either. It is used for both genders, singular as well as plural.

- 10. عَمْ , "put" or "set down" is MSA and ID. See Reference Grammar.
- 11. مَاكُو , "there isn't," is ID for the MSA مَا يُوجِد . It is a compound of the negative له "not," and اكُو , "there is." The i is not pronounced. اكو , "What is there?" is a compound of the ID interrogative مشكون ما ماكو , "whatever is there" or "whatever might be" is a compound of الشميكون , "whatever is there" or "whatever might be" is a compound of الشميكون , "to be," مماكو , "whatever is there." See Enrichment.
- 11. سماّق See Enrichment. "sumac," is ID for the MSA . See Enrichment.
- 13. عند , "you have," is the MSA عند suffixed with ج . When the plural suffix is used, the ن in عند is dropped. عدنا , عدكم , عدماً .
- الم , "tomorrow," is ID for the MSA بكرة. See Enrichment.
- 15. "from you, (f.)" or "of you, (f.)" is the MSA preposition suffixed with a shadda when suffixed with second person singular masculine and feminine and third person singular masculine.

Examples:



One

To be completed outside class. Repeat after the model (Note that the Arabic numbers correspond to the items in Explanatory Notes.)

Lt. Haydar ate with us.

٠١ إِلْمُلاَزِمِ حَيْدَر إِكُلُ وَيَانَا ٠ اِلْمُلاَزِمِ إِلْمُلاَزِمِ إِلْمُلاَزِمِ حَيْدَر

الملازم حيدر اكل ويانا

This lieutenant is an officer in the army.

ر مره و ر ر مره ر ۲ هذا الملازم ضابط بالجيش ٠ ضابط

ر د مره ر ه ضابط بالجيش

هذا الملازم ضابط بالجيش ٠

Are you a lieutenant or an engineer?

٠٣ إنيَّتَ مُلازِمٍ وُ ٱلاَّ مُهَنَّـدَّسٌ ؟ وُ ٱلاَّ

انت ملازم والا مهندس ؟

He is an officer in the Signal Corps.

ويرو منورر ١٤ هو ضابط في صِنفِ المخابرة ٠

> َ ۾ ه رمرر صنف المخابرة مَ رُ

رَ رَ ضابط فِي صِنْفِ المخابرةَ

هو ضابط في صنف المخابرة ٠

The Signal Corps is good.

ه • صِنفِ المخابَرة زيِنَ • صِنفِ المخابَرة

صنف المخابرة زين ٠

| How much do you like Arabic food? | ٠٦ إِشْكَـدُ يِعِجْبَـكُ إِلْأَكُـلِ ٱلْعَرَبَـي ؟ |
|-----------------------------------|--|
| | إشكيد |
| | ا إشكـد يعجبـَـك |
| | إشكسد يعجبسك الاكل العربي ؟ |
| | |
| We cooked kabab yesterday. | و صور مر مره مره مر مر ۱۷۰ طبخنا کیاب الیارحة ۰ |
| | ر ر کباب |
| | ر ، ، ، ، طبخنا کباب |
| | طبخنا كباب البارحة ٠ |
| | |
| This kabab is delicious. | هذا الكباب طيب |
| | طَيْب |
| · | ره مر مر مروم الكباب طيب |
| | |
| | هذا الكباب طيب ٠ |
| What is today? | ر و ۱ مره م ۱۸ شنو هذا اليوم ؟ |
| | The state of the s |
| | شنو شِنُو هَذَا |
| | شِنو هذا |
| | شنو هذا اليوم ؟ |
| What is in the kabab? | ٠٩ شِنُو إِللِّي سِالكَبَابِ ؟ |
| | الْلَّهِ ، |
| | ئر سي مو مه آر إللي سِالكهاب |
| | |
| | شنو اللي بالكباب ؟ |
| What did you put in the tea? | ۰۱۰ محت م مو ر ۱۱۰ اشخطیت بیالجاي ؟ |
| | مردر اشجیطیت |
| | مره می مره سر ر اهیا سیاهیا می |
| | اشخطیت ، استصیبو |

اشعطيت بالجاي ؟

Is there or isn't there tea?

١١٠ (أ) أكو والا ماكو جاي ؟
 أكو والا ماكو
 أكو والا ماكو
 أكو والا ماكو جاي ؟

Is there something special in the kabab?

آکو شي خَاص بالکباب ؟ خَاص شي خَاص أکو شي خاص بالکباب ؟

Perhaps there is something special in it.

(ج) يُمكِنْ يِكُونَ أَكُو شِي خَاصَ بِيه · يُمْكِن يُمكِن يِكُون يَمْكِن يِكُون

يمكن يكون اكو شي خاص بيه ٠

Perhaps there is sumac in it.

۰۱۲ (۱) يمكن بيه سُمَّاك ۰ سُمَّاك

يمكن بيه سماك ٠

Could you (f.) teach me Arabic cooking?

ب) يمكن تعلميني الطبيخ العربي ؟ تعلميني تعلميني ، تعلموني يمكن تعليمني الطبخ العربي ؟

Could you teach me to cook like you do?

(ج) يُمكِن تعلمينِي أطبخ مثلِج ؟ مثلِج أطبخ مثلِج

يمكن تعلميني اطبخ مثلج ؟

Do you have a break so we can go to the cafe?

٠١٣ عِنْدَكُ فَرْصَة سُرُوحِ لِلْكُلُهُ وَ الْمُ

عِنْسدَك

عنْدِج ، عِنْدُك ، عِدْكُم ، عِنْدِي ، عَدْهُم ، عِدْنَا

عندك فرصة نروج للكهوة ؟

Let us phone Salim tomorrow.

٠١٤ باجر خلتي نخابِر سالِم ٠

ز د ياحد خَلَّ

باجِر خلي نخابِر

باجحر خلي نخابر سالم ٠

I am grateful to you for the invitation.

٠١٥ آنِي مَمْنُونَة مِنتِّجٌ عَالْعَزِيمَة ٠ مَنَج منج

مِنِّتِ ، مِنْكُ ، مِنْهُم ، مِنِي ، مِنكَم مَمْنُونَـة مِنْتُج

آني مممنونـة منـج عالعزيـمة ٠

Two Repeat after the model.

تـوم : إِنْتَ ضَابُط بِالْجَيِشُ يَا حَيْدُر ؟

حيدر : نَعَمُ آنِي مُلازَمِ بِأَلْجَيِشُ ٠

حيدر: آنِي بُصِنْفِ ٱلْمُغَابَسَرَةً ٠

تسوم: الشُكَدُ صَارُ لَكُ بِالْجَيشُ ؟

حيدر : مُوْ هُوَاتَّة مَا تَشُوفُ آنِي بِسُ ضَابِطٌ زُغُيرٌ ٠

Three Stor the

Repeat after the model.

تسوم : أحب أعزمكم إنت ومرتك للعشا باجر ببيتنا ٠

بهجت : مَمنُون هُو آيَة وُنَـدُوة هَمِـينَ رَاحٌ تَكُون مَمْنُونَةً ٠

تسوم : زين ، وُلِيشُ مَا تُخَابِرْ إِلْمُلازَمِ حَيْدَرٌ كُلُ لَهُ خَلَيْ يِشَرِفْنَا هَمِيَّنَ ٠

بهجت : طَيْبُ ، رَاحُ أَخَابِرَهُ هَسَّهُ ، بَسُ ٱشْوَكَتُ ؟

تسوم : تَعَالُوا مِنْ وَقَتِ جَتَى نِشْرَبْ شُوِيةً قَبِل الْعَشَا .

بهجت : شَكْراً سِلَّمْ لِي عَلَى بْرَنْدَا وْكُلَّ إِلَّهَا آنِي مُشْتَاقً .

Four

Repeat after the model.

ندوة : هلا بيبج برندا شكراً عَالْعَزيمَة ،

برندا : هَلاَ بِيكُمْ آنِي فُرحَانَةَ هُوَايَّةَ آنِي أُكُذَرُ أُعْزِمُكُمْ •

ندوة : ليش ، شِنُو ؟ رَاحٌ تَطُبِخِينَ كَبَابٌ ؟

برندا : نَعَمُ مِثِلٌ مَا عَلَمتيني وُرَاحٍ أَحَطْ بِيهِ سُمَّاكُ ٠

ندوة : بَسُّ ٱتَذَكَّرِي لاَ تُعِطِينٌ سُمَاكَ هُوَايَة ٠

برندا : لا ، لا ، مثليّ ، مِثِلْ مَا إِنْتِ عَلَّمْتِينِي ٠

ندوة : زين ، نشوفكم بَاجِر ، سُلْمِي لِي عَلَىٰ تَوْم ، مَعَ السَّلامة •

Two--Translation

Tom: Are you an officer in the army, Haydar?

Haydar: Yes, I am a lieutenant in the army.

Tom: What is your branch?

Haydar: I am in the signal corps.

Tom: How long have you been in the army?

Haydar: Not long. Don't you see, I am only a small officer.

Three--Translation

Tom: I like to invite you and your wife to dinner at our

house tomorrow.

Bahjat: I am very grateful; Nadwa will be grateful, too.

Tom: Good, and why don't you call Lt. Haydar and ask him

to honor us, too.

Bahjat: Thanks. Say hello to Brenda and tell her I'm looking forward.

Four--Translation

Nadwa: Welcome, Brenda. Thanks for the invitation.

Brenda: Welcome, I am very glad I can invite you.

Nadwa: Why? Are you cooking kabab?

Brenda: Yes, like you taught me, and I will put sumac in it.

Nadwa: Just remember, don't put in too much sumac.

Brenda: No, no, just like you, like you taught me.

Nadwa: OK, see you tomorrow. Say "hi" to Tom. Good-bye.

Five

Substitute البارحة or vice versa in the following 10 sentences and make the necessary changes.

Example:

- (Teacher) باجر نروح للمطعم ٠
- (Student) البارحة رحنا للمطعم •
- ١٠ البارحة عزمنا بهجت ومرته للعشا ٠
 - ۰۲ باجر راح آکل کباب ۰
- ٠٣ البارحة جنتوا ويا المسلازم حيدر ٠
- ٠٤ تعلمت الطبخ العربي منح البارحة ٠
 - ٥٠ راح أصير ضابط بالجيش باجر ٠
 - ٠٦ هم اكلسوا سالمطعم السارحة ٠
 - ٠٧ باجن ناكل ببيتنسا ٠
 - ٠٨ يعجبني اروح للكهوة باجر ٠
 - ٩٠ البارحة شفت سلمان ٠
 - ٠١٠ احب اخابر المدير باجر ٠

Six
From the left-hand column, choose the appropriate word to complete the following 9 sentences.

٠١ الملازم هو بالجيش ٠ سمياك ٠٢ أسسس الدائرة هو علي ٠ و الا * ٠٣ اكو _____ خاصة هواية ____ ٠ الخاص ٠٤ صنف ــــــ يعجبني ٠ المخابرة ٥٠ شنو الشي ----- اللي بالكباب ؟ ٠٦ عطت حصصت بالكباب٠ ضابط بالجيش ٠٧ هذا الملازم هو _____ ٠ ماكو ٠ ٨٠ ----- شي خياص صنوف - سالجيش ٥٩ انت ضابط ـــــمندس ٠ ضابسط

Seven

Form a question for each of the following 15 statements.

Example:

- (Teacher) علي بالدائرة ٠
 - (Student) وينه على ؟
 - ٠١ هذا كباب ٠
 - ۰۲ راح آکل أکل عربي ۰
 - ٠٣ شربت جاي بالكهبوة ٠
 - ٠٤ هذا الأكسل مو زيسن ٠
 - ه و يعجبني اشرب جاي ٠
- ٠٦ هذا الضابط بصنف المخابرة ٠
 - ٠٧ حطيت سماك بالكباب ٠
 - ٨٠ طبخ برندا كلـه امريكي ٠
- ٥٠ برندا تعلمت تطبخ من ندوة ٠
 - ٠١٠ اكو صنوف هواية بالجيش ٠
- ٠١١ باجر الصبح اريدك تكون بالدائرة ٠
 - ١١٠ راحسوا للمطعم البارحية ٠
 - ٠١٣ صار له زمسان بالجيش ٠
 - ١٤٠ هـو ضابط بالجيش ٠
 - ٠١٥ جان عدنا عزيمسة البارحة ٠

Eight

Use the imperative in place of the perfect form of the verb in the following 10 sentences and make the necessary changes.

Example:

- (Teacher) سالم راح للكهوة ٠
- (Student) سالم روح للكسهوة •

١٠ برندا تعلمت الطبخ العربيي ٠

- ۰۲ سلمت على حيـدر ۰
- ۰۳ شربوا جاي عندي ۰
- ٤٠ انتو اخذتو السماك منى ٠
 - ٥٠ راحوا أكلوا بالمطعم ٠
 - ٠٦ شافت علي البارحسة ٠
 - ٠٧ حطيت سماك بالكباب ٠
 - ٠٨ خابرت الملازم حيدر ٠
 - ۰۹ شرفتونا ۰
 - ٠١٠ قدمت نفسك المها ٠

Nine

Change the underlined pronoun suffix according to the given clue and make the necessary changes in the following 10 sentences.

Example:

| 3rd pers. m. sing | ليلى اخذت برندا وياها للمطعم . | (Teacher) |
|-------------------|--------------------------------|-----------|
| | علي اخذ برندا ويا للمطعم ٠ | (Student) |

| 3rd pers. | pl. | خلي <u>نا</u> نروح للبيت ٠ | • 1 |
|-----------|---------|---|-----|
| 3rd pers. | f. sing | تعلموا الطبخ العربي • | ٠٢ |
| 1st pers. | m. sing | تعرف <u>نا</u> على الضابط حيدر ٠ | ٠٣ |
| 3rd pers. | m. sing | ليلى تعرف وين بيتهم ٠ | + { |
| 2nd pers. | pl. | ندوة أكلت ويا <u>ها</u> . | • 0 |
| 2nd pers. | f. sing | اسلم عل <u>يكـم</u> • | ٠٦ |
| 3rd pers. | f. sir | جان عد <u>نا</u> عزيمة البارحة · | ٠٧ |
| 2nd pers. | m. sing | يمكن اعلمـج باجـر ٠ | ٠, |
| 1st pers. | f. sing | انتو عـد <u>كم</u> شي خاص تحطوه عالكباب ؟ | ٠٩ |
| 1st pers. | m. sing | هم عدهم سماك نحطة عالكباب ؟ | •1• |

Ten

Change the imperfect form of the verb to the perfect in the following 10 sentences and make the necessary changes.

Example:

- (Teacher) آنی آکسل کباب ۰
- (Student) آني اکـلت کباب ٠
 - ٠٠ علي يسلم عليكم ٠
- ٠٢ برندا راح تروح للمطعم باجر ٠
 - ٠٣ نـدوة تطبـخ أكل عربي ٠
- ٠٤ الملازم سلمان يتعلم المخابرة ٠
 - ه، هم هسة د ياكيلون ٠
 - ٠٦ اشوكت تروح للدائرة ٠
 - ٠٧ باجر راح يكون عبدنا عزيمة ٠
- ٨٠ احنا نصير ممنونين لما تشرفنا ٠
 - ٠٩ استو تحبون جاي والا كهوة ؟
 - ٠١٠ توم وبرندا د يشربون جماي ٠

النظافت منالديان

COMMUNICATIVE EXCHANGES

FRAME II

Tom calls Bahjat to invite him and his wife to dinner.

تَـوم : هَذِي إِسْسَوَتُ بِينَا نَدُوة ، عَلَمَت بُرندا شَلُون تَسَوِّي كَبَـاب وَهَسَه تُرِيد تُجَرِّبَهُ بُراسْنَا ،

بهجت : إحمد ربك ، جان ممكن تعلقمها طبخ الدولمة ،

توم : لا ، آني دَ أَشَاقيكُ هِي تُريد تِعزِمكَم عَالَعَشَا بَعْد بَاجِر ٠

بهجت : لا وَاللَّه مَا نِكُدُر ، بَعَد بَاجِر مُلاَزِم حَيدُر عَازِمِنَا بَنادِي الضَّاط ٠

تسوم : زين راح أُحْجِي وينا برندا واشوف أي وكيت آخر يناسِب واخابرك بعدين ، فيمان الله .



TRANSLATION

Tom: What did Nadwa do to us! She taught Brenda how to make kabab and now Brenda wants to try it on us.

Bahjat: Be thankful to your God, she could have taught her how to cook doelma.

Tom: No, I'm kidding. She wants to invite you (pl.) for dinner the day after tomorrow.

Bahjat: Oh, my God, no, we can't. Lt. Haydar has invited us to the Officers' Club the day after tomorrow.

Tom: OK. I'll talk to Brenda and see what other time will be suitable, then we'll call you back. Good-bye.



EXPLANATORY NOTES

1. أَسُوتُ , "What did she do?" is ID for the MSA أَوْمُ . It is a compound of the interrogative سُوّى and the verb سُوّى suffixed with the third person feminine singular. If the particle إثن precedes a word starting with either the letter س , س or س , these letters may be doubled and the ن is eliminated.

Examples:

| What did he do? | آسوی ؟ | إِلْشَسُوكُ ؟ |
|--------------------|------------|---------------|
| What happened? | إصَّار ؟ | إِشْصَارُ ؟ |
| What did he drink? | إِشْرَبْ ؟ | إِشْشِرَبٌ ؟ |

- 2. النيا is ID for the MSA النيا . See Reference Grammar.
- 3. The expression جَرَّبُه براسنا , "He tried it on us," literally means "He tried it on our heads." It is an ID slang. It may be conjugated and suffixed to fit the situation.

Example:

4. دُولمة is an Arabic dish found in all Arab countries, but is is prepared differently from country to country. See Enrichment.

LESSON 3 EXPLANATORY NOTES

5. أَشَاقِي , "kidded." It is an ID verb. The MSA equivalent is مَسَزَح . The verbal noun is "kidding." See

6. نگذر, "we can" is ID for the MSA نقدر. Notice that the ق "q" is changed to the ID ف , "g" or "k." This occurs quite often in ID.

Examples:

| noon | رُّر کمـر | ۔ ر قـمر |
|-------|----------------|-------------|
| time | <u>ۇ</u> كىيىت | ر وقت |
| roof | -رو سگيف | ۔ ہ سقـف |
| paper | ورك | ور |

is the imperfect form of حجى , "spoke." It is an ID verb for the MSA حكى . The ID verbal noun is محكاية , "a tale" or "a story," for the MSA حكاية . Notice that the MSA عداية و , "ch" as in "church".



One

To be completed outside class. Repeat after the model. (Note that the Arabic numbers correspond to the items in Explanatory Notes.)

What did you do yesterday afternoon?

٠١ إِشْسُوْبِتُ الْبَارِحَةَ بَعْدُ الظّهر ؟ إِشْسُوْبِتُ ؟ أُسُوِيْتُ ؟ إِشْسُوْبِيْتُ ؟

اشسویت ؟

ریب ه رس ۱ می می و سویتوا سویت ، سوی ، سووا ، سویتوا

اشسويت البارحة بعد الظهر ؟

What did she do to us?

مری مرکزی مینسا ؟ بیه ، بیها ، بیهم ، بیکم بینا

اسّوت بينا ؟

She tried her kabab on us.

﴿ جُربَتُ كَبَابِهَا بُراسَا ٠
 جُربَتُ
 جُربَت مِنْ ﴿ مَنْ اللَّهُ اللَّهِ اللَّهُ اللَّاللَّ اللَّا اللَّالَةُ اللَّالَةُ اللَّاللَّا اللَّالَةُ اللَّاللَّا اللَّا اللَّهُ ال

جربت براسن

جربت کبابها براسنا •

الدولمة جانت طيبة •

The doelma was delicious.

He kids around a lot and laughs a lot.

هو يتشاقلي هواية ويضحك هواية ٠ يتشاقي نتشاقي ، تتشاقي ، يتشاقون ، تتشاقون هم يتشاقي ، هواية ويضحك هواية ٠

Could you go to the Officers' Club?

انت تگدر تروح لنادي الفرساط ؟ تگدر ترون ترون ، یکدرون یا تگدر استال ؟
 انت تکدر تروح لنادي الفساط ؟

I like to tell you a story.

١٠ أريد أحيي لك نَد حَيَاية ٠٠ أحيي
 أحيي ، يحبي ، يحبون ، نحيي
 اريد احيي لك ند حباية ٠

Good-bye.

فِيمَانُ ٱللَّهُ · فِيمَانُ اللَّهُ · فِي أَمَانِ ٱللَّهُ · فِي أَمَانٍ ٱللَّهُ · فِيمَانُ اللَّهُ ·

DRILLS LESSON 3

Two Repeat after the model.

سالم : راح أروح لنادي الضباط

علي : لِيش شَاكُو بناديِ الضِّباط ؟

علي : زينَ سُلْم لِي عَلِيهُ ، فيمَانُ ٱلْلَهُ

Three Repeat after the model.

سالم : زين ، دُ يشتغلُ هُواية ٠

حيدر : نَعَمُ هَذَا عَلِي • شِتْحِبْ تِشْرِبْ

رُور و من المراب الدولمة اللي إنت ترجيبي عنها ٠ المالم : آني أريد اجرب الدولمة اللي إنت ترجيبي عنها ٠

حيدر : آنِي مَا دُ أُجَرِبهَا بَرَاسُكُ آنِي هُمْ رَاحَ آكُلُ وَيَاكُ ٠

Four

Repeat after the model.

سلمان : امشي نروح نشوف بهجت ونتشاقى وياه شوية ٠

رمسزي: انت تعرف بهجت ما يحب يتشاقى هواية ؟

سلمان : لا مو هواية ، نتشاقي وياه على صديقه الامريكي ٠

رميزي: آني تعرفت عليهم ، هو ومرته البارحة بالمطعم ٠

سلمان : شنو ، چانوا د يأكلون بمطعم عربي ؟

رمزي : نعم ويا بهجت ، وهو گل لي هم يعجبهم الاكل العربي ٠

سلمان : لا أنت د تتشاقى ، هم امريكان ، اكلهم كله امريكي ٠

رمـزي : انت اشد تحچـي ، آني شفتهم بنفسي د يأكلون اكل عربي ٠

Two--Translation

Ali: What are you going to do tonight?

Salim: I am going to go to the Officers' Club.

Ali: Why, what is going on at the Officers' Club?

Salim: Lt. Haydar invited me.

Ali: And what are you going to do?

Salim: We'll drink a little, eat dinner and have a few laughs.

Ali: OK, give him my greetings. Good-bye.

DRILLS LESSON 3

Three--Translation

I saw Ali today. He sends his greetings Salim:

Greetings to him. How is he nawadays? Haydar:

Well, he is working hard. Salim:

Yes, that is Ali for you. What do you like to drink? Haydar:

Whatever there is. Whatever it may be, I don't drink that much. Salim:

I don't drink much either, but let us drink a little. Haydar:

I like to try the doelma you talk about. Salim:

Haydar: I am not trying it on you; I am going to eat with you, too.

Four--Translation

Come, let us go see Bahjat and kid around with him a bit. Salman:

You know Bahjat doesn't like to kid a lot. Ramzi:

No, not a lot, we'll kid him about his American friend. Salman:

I met them, him and his wife, in the restaurant yesterday. Ramzi:

What! Were they eating in an Arabic restaurant? Salman:

Yes, and Bahjat was with them. He told me that they like Ramzi:

Arabic food.

No! You are kidding. They are American; all their Salman:

food is American.

What are you talking about? I saw them myself eating Ramzi:

Arabic food.

Five

Use the same verbs contained in the following 10 statements to form questions.

Example:

- حطیت سماك بالكباب (Teacher)
 - (Student) اشعطیت بالکباب ؟
 - ٠١ ندوة طبخت دولمة ٠
 - ٠٢ سالم حجلى لنا حجاية ٠
 - ٠٣ برندا سوت كياب البارحة ٠
- ٤٠ علي راح يروح لنادي الضباط الليلة ٠
 - ه توم أكل أكل عربي بالمطعم •
- ٠٦ اتشاقينا ويا بهجت على صديقه الامريكي ٠
 - νγ الطباخ حط سماك بالكباب ٠
 - ٨٠ برندا تعلمت الطبخ العربي من ندوة ٠
 - ٩٠ السماك يناسب الكباب والدولمة همين ٠
 - ٠١٠ الملازم عزم اصدقاءه لنادي الضباط ٠

Six

Change the subject from singular to plural in the following 10 sentences and make the necessary changes.

- ٠١ هو سوى عزيمة وعزمنا كليتنا ٠
 - ٠٢ صديقي چان بنادي الضباط ٠
- ٠٣ آني خابرت ملازم حيدر البارحة ٠
 - ٠٤ باچر راح اروح للنادي ٠
 - ه هي طبخت الدولمة •
- ٠٦ انت اللي حطيتي السماكَ بالاكل ؟

- ٠٧ الضابط چان د يتشاقى وياك ٠
- ٠٨ ليش ما تأخذ مرتك للمطعـم ؟
- ٠٩ الطباخ تعلم الطبخ الامريكي ٠
- ٠١٠ هي اللي حجِت النا عن العزيمة ٠

Seven

Change the perfect verb to the imperfect in the following 10 sentences and make the necessary changes.

Example:

- (Teacher) حچیت ویا حیدر ۰
- (Student) احيى ويا حيدر
 - ٠١ سالم جرب الكساب ٠
 - ٠٢ الملازم اتشاقى وياه ٠
 - ٠٣ هم راحوا في امان الله ٠
 - ٤٠ الاكل چان زين ناسبكم مو ؟
- ٠٠ ليلى حجت النا حجاية عن هذا المطعم ٠
 - ٠٦ احنا حمدنا ربنا على هالنتيجة ٠
 - ٠٧ برندا گدرت تتعلم طبخ الدولمة ٠٠
 - ٠٨ رمزي سلم عليچ ٠
 - ٩٠ اشكد حطيتوا سماك بهذا الكباب؟
 - ٠١٠ اشوكت راحوا للنادي ؟

Eight

Use the noun of object from the verbs contained in the following 8 sentences and make the necessary changes.

Example:

- (Teacher) قدم له الاكل ٠
- (Student) الاكل مقدم اله ٠
 - ٠١ اگلوا الاكل ٠
 - ٠٠ عزمت ملازم حيدر ٠
 - ٠٣ طبخت الكباب ٠
 - ۰۶ حمدت ربها ۰
 - ٥٠ توم جرب هالدولمة ٠
 - ٠٦ علي حجبى لي حجباية ٠
 - γ۰ نعم آني خابرت ندوة ٠
- ٠٨ هي حطت السماك بالكباب ٠

Nine

Complete the following 10 sentences by inserting the appropriate item from from the left-hand column.

| اسويتو | هذا الوكت ــــ ٠ | • 1 |
|------------|--------------------------------|-----|
| نتشاقسي | هي تحب تجرب ـــــ الدولمة ٠ | ٠٢ |
| آخـر | زين آني ماشي هسة• | ٠٣ |
| مناسب | هي ما جربت شي آخر براسنا ٠ | • { |
| براسنا | لا احنا د الدولمة طيبة والله ٠ | •• |
| تكسدر | كان ان تعزمه للنادي ٠ | ۲٠ |
| ممكن | وخليتوهم يصيرون فرحانين ٠ | ٠٧ |
| حطيتي | هي تسوي الكباب بالبيت ٠ | ٠, |
| احمد ربك | سوي النا فد شي ـــــ ٠ | ٠٩ |
| فيمان الله | اش 'ـــــ بالكباب يا ندوة ٠ | •1• |

Ten

Use the noun of subject in place of its verb in the following 10 sentences.

- ٠١ علي راح للگهوة ٠
- ٠٢ ملازم حيدر يسلم عليك ٠
- ٠٣ برندة حطت السماك بالكباب ٠
 - ٠٤ هم يشربون چاي ٠
 - ه ۱ اشکد ترید وکت ؟
 - ٠٦ آني صرت ممنون هواية ٠
 - ٠٧ انتو اكلتو بالمطعم ٠
 - ۰۸ صار زمان ما شفناك ۰
 - ٠٩ تشرفت بمعرفتكم ٠
 - ٠١٠ علي د يقدم ندوة لبرندا ٠

Eleven

Use II, to ask questions about the following 10 statements and make the necessary changes.

(Teacher) هذا الكباب زين • (Student) هذا الكباب زين والا مو زين ؟

- ٠١ هم رايحين للكهوة ٠
- ٠٢ انتو تاكلون بالمطعم ٠
- ٠٣ برندا تعلمت الطبخ العربي ٠
 - ٠٤ توم ضابط بالجيش ٠
- ٠٥ ندوة ما حطت سماك بالكباب ٠
 - ٠٦ انت عازمني عالعشا ٠
 - ٠٧ احنا راح نشرب چاي ٠
 - ٠٨ هـدا الاكل طيب ٠
 - ٠٩ انت يعجب الاكل العربي ٠
 - ٠١٠ المهندس يعرف هذي الشغلة ٠



CLASSROOM EXERCISES

What do you say?

- 1. Your friend just invited you to dinner, but the time doesn't suit you.
 What do you say?
- 2. You were just introduced to a lieutenant. How do you ask him what his branch of service is?
- 3. How do you ask your hostess to teach you how to cook the dish you just ate?
- 4. Praise your hostess' cooking.
- 5. You are an officer in the army. How do you invite your friend to have dinner at the Officers' Club tomorrow night?
- 6. Your friend just invited you to lunch. You want to accept, and you want to know at what time. What do you say?
- 7. How do you ask your hostess if she put something special in the dish you just ate?
- 8. You and a friend are in a restaurant. Your friend is complaining about the food he ate. Tell him to be thankful he didn't try what you ate.
- 9. Decline an invitation because the time coincides with that of an invitation you have already accepted.
- 10. You have been visiting your friend and are leaving. What do you say?

Role Playing

Situation 1.

Ali and his wife Layla are visiting at your house. Lt. Haydar shows up unexpectedly. Introduce the lieutenant to them, then offer your guest a choice of something to drink.

Situation 2.

You are Ali in the situation above. Ask the lieutenant if he is in the army. Ask about his branch.

Situation 3.

You are Lt. Haydar above. Invite everyone to have dinner with you at the Officers' Club. Set the date. Tell them you have tried the food there and that it is very good and delicious, especially the doelma.

Situation 4.

Ali accepts the invitation, speaking for his wife, too, but you and your wife have already accepted a previous invitation and therefore you decline.

Interpretation Practice

Act as an interpreter between two students, one American and one Iraqi.

English speaker Interpreter Arabic speaker (Instructor) (Student) (Student)

Situation 1.

تذكر ملازم حيدر ؟

Yes, what happened to him?

I have not seen him in a long time.

جان مسافر ، بس ليلة البارحة خابرني ،

You know, I do not know what branch of the service he is in.

هو بصنف المخابرة • آني اتشاقى وياه هواية على صنف المخابرة •

What do you say to him?

اكُل له هذا شنو صنف المخابرة , ليش ما رحت بصنف الهندسة ؟

Situation 2.

I'd like to invite you and your wife to dinner tomorrow night.

شكرا ، بس خلي احدٍي ويا مرتي واشوف اذا الوكت يناسبها ٠

OK, let me know. What do you put on the kabab?

سماك ، شنو برندا راح تجرب براسنا كبابها ؟

Yes, she want to cook kabab and doelma, too.

زين ، والله آني اريد اجرب طبخها العربي ٠

Situation 3.

امشي نروح نشوف مالازم حيدر ٠

Where? At the Officers' Club?

نعم , ویمکن همین نتعشی ویاه ۰

No, I can't tonight. Why not make it tomorrow night?

زین ، اذا راح تصیر باچر ، خلبي اخابر

علي واعزمه همين ٠

Good idea. I'd like to see him; I miss him.

طيب بعدين احجِي وياك ، فيمان الله ٠

LESSON 3 CLASSROOM EXERCISES

Translation Practice

Read the following 10 sentences and translate them orally into English.

- ١٠ ملازم حيدر هو بصنف المخابرة مو الهندسة ٠
- ٠٢ السماك رين مو بس ويا الكباب ، ويا الدولمة همين ٠
 - ٣٠٠ بنادي الضباط عدهم خوش طباخ بس هو مو بالجيش ٠
 - ٠٤ آني اريد اطبخ دولمة فصد يوم واجربها براسكم ٠
 - ٥٠ اشوكَت يناسبكم نروح نتعشي بالمطعم الليلة ؟
- ٠٦ كليتنا نكدر نتشاقى ويا المدير بس يكون بالوكت المناسب ٠
 - νγ اصار بالعزيمة اللي جنت راح تسويها النا ؟
 - ٨٠ هذا الكباب طيب هواية ، اسويتي له ؟ اشحطيتي بيه ؟
 - ٩٠ شنو هاي الاكلة اللي دتريد تجربها براسنا ؟
 - ٠١٠ البارحة شفت بهجت ومرته وكلوا لي هم مشتاقين الك ٠

Dictation Practice

With books closed, write the following 10 sentences in SATTS as the teacher dictates them.

- ١٠ اصّار من الشغلة اللي ردتك تسويها ؟
- ۲۰ احمد ربك هو چان د يتشاقى ، والا تعرف اشچان راح يصير ؟
 - ٠٣ ما كو فد شي خاص بهذا الكباب ، بس السماكُ ٠
 - ٠٤ ملازم حيدر ضابط بالجيش ، بصنف المخابرة ٠
 - ٥٠ حجيت ويا المدير عن هالفكرة وكل لي هو راح يجربها ٠
 - ٠٦ ششصربت البارحة بنادي الضباط ؟
 - ٠٧ الاكل بهالمطعم هواية زين خاصة الدولمة ٠
 - ٠٨ باچر راح اعزم رمسزي ومرته عالعشا ويانا ٠
 - ٩٠ شفت اسوى بينا الملازم البارحة وكت الاكل ؟
 - ٠١٠ چانوا ممنونين هواية منك ويسلمون عليك ٠

Free Responses

Answer the following 5 questions in complete sentences.

- ٠١ منو يكُدر يعزم صديقه لنادي الضباط ؟
 - ٠٢ شنو الشي اللي تخلي بيه الچاي ؟
 - ۰۳ يمتى تگول فرصة سعيدة ؟
 - ٠٤ شتكوّل لما يعزمك صديقك عالعشا ؟
- ٥٠ شتسوي اذا ردت تحجي ويا صديقك اللي هو بدائرة اخرى ؟

في لنا في السالام

HOMEWORK



Exercise One On a separate sheet of paper, use SATTS to write the 10 recorded sentences.

Exercise Two
On a separate sheet of paper, translate the 10 recorded sentences into English.

Exercise Three Listen to the following Iraqi passage, then answer the questions based on it.

- 1. Where did the group go?
- 2. Did Tom know Lt. Haydar?
- 3. To whom was Tom introduced?
- 4. What language did Tom use in the introduction?
- 5. What did Sameer say in kidding around with Tom?

Exercise Four

You will hear 10 sentences or questions, each followed by three responses. On a separate sheet of paper, write the letter of the appropriate response.

- a. الدولمة عصتني ٠
- d. الدولمة راح تعجبني ٠
- c الدولمة ما عجبتنسي ٠

LESSON 3 HOMEWORK

• ٢

- a الكباب مو زين ٠
- ۰b الكباب ما بيه سماك ٠
 - c الكباب بيه سماك · c
- a سمير ضابط بصنف المخابرة •
 - همیر ملازم بالمخابرة •
 - c سمير بصنف الهندسة ٠
 - ۰۶ ما كو وقت للشغلة ٠
- ob الشغلة ما يريد الها وكت ٠
- c الوكت هواية بس الشغلة زغيرة ·
 - ۰ علي ما يعجبه الكباب
 - ه علي عجبه الكباب ٠
 - د علي ما ياكل الكباب ٠
 - ٠٦ a علي شافني البارحة ٠
 - هابرني البارحة ٠
 - c علي يحمِي هواية ·
 - ۰۷ a الوكت مناسب ۰
 - b، ماكو عندي وقت ٠
 - c ما اكدر لأن الوكت مو مناسب ·
- ۰۰ مرندا راح تجرب الدولمة براسك ٠
 - b. برندا هسة تعرف تطبخ دولمة
 - c دولمة برندا طيبة ٠

LESSON 3 HOMEWORK

+ **q**

a السماك مو طيب ٠

b اخلي شوية ٠

oc خلي كباب بالسماك ه

+1+

الضابط يكدر يعزم عائلته لنادي الضباط ٠

ه نادي الضباط هو مو للضباط م

٠c بس الضباط يروحون لنادي الضباط ٠

SUMMARY



1. مُـلَازِم is "lieutenant." In a formal situation it should be followed by either "first" or "second" as:

2. نشنو is interrogative used only with nouns.

Example:

What is the food?

3. إللي , "who" or "what" is never used as an interrogative.

4. باچس , "tomorrow." Note that in this word the ID ج "ch," has replaced the MSA ع "k" or "g." The MSA باکسر is an interesting word to look up.

5. عُكُدُر, "we can." Note that here the ID عا، "k" or "g," has replaced the MSA ق "q."

REFERENCE GRAMMAR



- 1. The verbs.
 - a. Measure I sound verbs.
 - (1) کَدَر , یکُدَر (was able)" verbal noun, تَدُرة ID and MSA noun of subject, کَادر noun of object, مُکُندُور
 - (2) عضي , "laughed" verbal noun, ضحيك ID and MSA noun of subject, ضحيك noun of object, not used.

For conjugation of both verbs see the verb شِرَب , in Lesson 1.

b. Measure I double ending verb, مُحَاطُ , "put" or "put down"

verbal noun, مُحَاطُ مُحَاطُ ,

noun of subject, (مُحَاطُ)

noun of object, مُحَاطُوط رُحَاطً

It is conjugated like حَـبُ in Lesson 1.

c. Measure I weak ending verb, حَبِّى , "talked" or "spoke"

verbal noun, حَبِّاكَة

noun of subject, مايت مايت مايت مايت الماية الماي

in Lesson 1. مشكي in Lesson 1.

1. d. Measure II verb, بربة , "tried" verbal noun, بربة , تجريب noun of subject, مُجَرِّب noun of object, مُجَرِّب , in Lesson 1.

e. Measure II weak-in-the-end verb, "did", "did"

| Pronoun | | Perfect | Imperfect | Imperative |
|----------------------------------|-----------|------------------|------------------------|------------------------|
| he | م ت هو | م تق و ســوى | • - بر يســوي | |
| she | ۿۑؖ | ر ته .ه سـوت | • مَـ ہو۔ تُسَــوني | |
| they | هُمَّ | سَبَقُوا | • - م يسسوون | |
| you, m. | رانتَ | سُويت | • - رو تسـوي | َ سِ <u>ِ</u> ســوي |
| you, f. | إنتر | ر ہے سـویت | • سي • تسويـن | ر مي ســوي |
| you, pl. | إنتو | م به و ستويتو | ۰- م تسسوون | ر ہے سسووا |
| I | اني | سيويت سيويت | م کے کے اُســوي | |
| we | وحضا | ر يو ر سوينسا | • - سے نســوي | |
| verbal noun, سُوَّايَة not used. | | | | |
| noun of subject, مُسَوِّي | | | | |
| noun of object, مسوّى | | | | |

f. Measure III verb, ناسب , "suited" or "fit"

verbal noun, مناسبة

noun of subject, بناسب

noun of object, not used per se, but the noun of subject is used instead.

It is conjugated like مناسب , in Lesson 2

ا. g. Measure III weak ending verb, شاقسی , "kidded"

| Pronoun | | Perfect | Imperfect | <u>Imperative</u> |
|---------------------------------------|-------------------|-------------|---------------------|-------------------|
| | و ت | 1 | | |
| he | هو | شاقى | يشاقي | |
| she | ؚۿؠۜ | م م شاقت | ہ ⁄ تشاقی | • |
| Sile | | | | |
| they | <i>و تن</i> هم | شاقوا | يشاقون | |
| V. | | • * | -• | |
| you, m. | رانت | شاقیت | تشاقي | ِشَاقِي |
| | | <u> </u> | | 7 |
| you, f. | إنت | شاقيت | ششافين | شافري |
| p1 | انت | م ماتم ت | ه مروبه مثالة ما | مر و شاقـه ا |
| you, pl. | رسو | سافيسو | حسا فون | |
| I | ىر اند، | شاقيت | أَتْشَاقَىٰ | |
| | اني | | , | • |
| we | إحنًا | شاقينا | نِتشاقىُ | |
| | | | | |
| is used often) مشاقساة | | | | |
| noun of subject, شَعَاجِي (irregular) | | | | |
| | | | | |
| noun of object, not used. | | | | |

h. Measure IV verb, أمكن , "was possible"

This verb, when in measure IV, is limited in the scope of conjugation. It is used mostly in the imperfect form. The imperfect form, along with noun of subject, are often used for interrogative by intonation.

| يِمْكِنَـكُ ؟ |
|----------------|
| يمكنج ؟ |
| نِمُكِنْكُمُ ؟ |
| يِمْكِنَه ؟ |
| يُمكِنَهَا ؟ |
| يِمُكِنْهُم ؟ |
| يِمْكِنتِي ؟ |
| المُحَدِّدَ ؟ |
| |

1. i. Measure V verb, تعلُّم , "learned"

| Pronoun | | Perfect | Imperfect | Imperative |
|--------------|--------------------|---------------------|----------------------|---------------------|
| he | هو | تعليم | يِتعلسم | |
| she | ۿؾؖ | تُعلسمَت | تِتعَلَّم | |
| they | و ت <i>ت</i> هم | ۵۰۰ تعلیموا | ه آه و پيتعلسمون | |
| you, m. | إنتَ | تعلمت | تِتْعَلَّم | ہ ہے۔ تعلیم |
| you, f. | إنت | تعليمت | ة م تِتعَلَّمِين | د- ه تعلسمي ر |
| you, pl. | رانتُو | تُعَلَّمتُو | ه م ه و تِتعلسمون | ۳٬۰۰۰ و تعلمسوا |
| ı. | مم. اني | تعلميت | أتعكم | |
| we | إحنا | تعلمسنا | نِتعلم | |
| verbal noun, | تُعلَّم , | | | |
| noun of subj | ject, | مِتعَاتَ | | |
| noun of obje | ect, - | (seldom used) متعلّ | | |

2. The preposition __ is used in ID like it is in MSA except when it is suffixed, then the short vowel ___ becomes the long vowel & in ID.

Examples:

| | ID | MSA |
|-------------|-------|-------|
| in him | بيه | • |
| in her | لبيب | لبهبا |
| in them | bear. | لبغة |
| in you (m) | بيك | بيك |
| in you (f.) | • | بك |
| in you (pl) | بيكم | بِکمْ |
| in me | بي | ڔؾ |
| in us | بينا | بنا |

3. The noun of subject. In ID, unlike MSA, it is a common practice to use the noun of subject to render the meaning of the past perfect in addition to the regular MSA use.

Example:

Ali has eaten.

I have put sumac on the kabab.

(ID) آني حَاظٌ السَّمَاكُ عَالَكُبَابْ ·

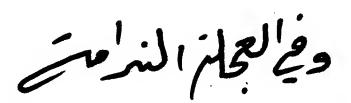
4. The MSA demonstrative هُدُه or هُدُه is used in ID as well. There are a few variations of it in ID like هُاي or هُاي .

Example:

this meal

هاي الأكلَــة

this school



EVALUATION



Part A.

You will hear 5 Iraqi statements or questions, each followed by three responses. On a separate sheet of paper, write the letter which corresponds to the best response.

. 2

. 1

- a فيمان الله .
- d. الحمد الله عالسلامة .
 - c تشرفنا ٠

- a اتشاقیت ویاها
 - b. علي اكلما
 - c. راحت للمطعم •

.4

.3

- a. برندا يعجبها الكباب ٠
 - d. برندا جربت الكباب ٠
- o. برندا راح تطبخ النا كباب ·

- a الچاي زين ويا الكباب •
- ئدوة عدها چاي سالاستكان ٠
 - c. ندوة شربت الچاي ٠

• 5

- a. السماك يسوي الكباب طيب •
- b. السماك مو زين عالكباب ٠
 - c. ماكو سماك عالكباب ٠

Part B.

On a separate sheet of paper, write the English translation of the following 5 recorded sentences.

Part C.

On a separate sheet of paper, using SATTS, transcribe the following 5 recorded sentences.

LESSON 3 EVALUATION

Part D.

Listen to the following paragraph, then answer the 5 questions based on it.

Questions

1. What is the purpose of the conversation?

- Where is the intended visit going to take place?
- 3. What is the purpose of the visit?
- 4. What is the good food at the restaurant mentioned?
- 5. What is it that they may take to Bahjat and his wife?

ENRICHMENT



A. والآ is used mostly as a conjunction to offer a choice between two options, like the MSA أو , "or." A synonym of لو is . They are interchangeable.

Examples:

Are you going with me or not?

انت راح تروح ويايا والاً لا ؟

انت راح تروح ويايا لو لا ؟

may also be used in a threatening context meaning "or else" or "otherwise."

Example:

You must come to the office tomorrow or bear the consequences.

لازم تجحي للدائرة باجر والآ تتحمل النتيجة ٠

B. استخبر "sought information," is measure X. Thus we have "ستخبارات عسكرية , "military intelligence."

C. اشکید , "How much?" is used to ask for price, fare, time, quantity, etc., and as a comparative particle as well "the more.... the...."

Examples:

How much is the price?

اشكند السعر ؟

How much is the bill?

اشكد حسابك ؟

What is the time?

اشكد الوكت ؟

How much do you have?

اشكسد عنسدك ؟

The more you study the better.

اشكـد ما تدرس اشكد ما يكون احسن ٠

LESSON 3 ENRICHMENT

D. كياب , "kabab," is a meat dish. In Iraq it is made of ground meat, usually lamb, and some spices. Chopped onions may be mixed in with the meat. In other Arab countries, it is prepared differently. In Iraq it is pronounced as kabob. Listen as your instructor demonstrates the difference. Sumac is usually sprinkled on it. Kabab is a collective noun.

- is an ID expression. It means "What's up? شكو ماكو ؟ ° or شكو ماكو
- F. باجر is used in ID to mean "tomorrow." It is the ID for the MSA باجر, "early."

means "the day after tomorrow," and بعد باجـر is "two days from today."

- G. In Iraq doelma is made of vegetables and grape leaves, stuffed with rice and meat. In the rest of the Arab world it is only stuffed grape leaves.

VOCABULARY



| English | ID | MSA |
|---------------|---------------------------------------|---|
| army | | ُجيِش – جِيُوش (ج) صِنْف – صِنُوف (ج) نَادِي – نَوَادِي (ج) |
| branch, corps | | صِنْف – صِنُوف (ج) |
| club | | نَادِي - نُوَادِي (ج) |
| , could | کِکدر | |
| delicious | | م ہے طیب |
| doelma (dish) | دُولُمَة | |
| fit, suited | | د ⁄ مناسِب |
| God | | َر <u>ب</u> |
| grateful | | م و و ممنسون |
| have (to) | | عِنْـدَ حَيدُر |
| Haydar (name) | | کیدگر |
| head | رُاس – رُوسٌ (ج) | |
| How much? | اَشگد ؟ | |
| kabab (dish) | کباب | |
| kid (to) | شاقی | |
| laugh (to) | ضحك | |
| learn (to) | تُعلّم | |
| lieutenant | "م [ُ] لازِم | |
| like, as | مُلازم مِثلُ مُــُون سُــُون | |
| make (to) | ⁄ ش سـوی | |
| of, from | | مِنْ ضَابِط – ضَباط (ج) سر ، اُوْرِي اخر ، اخرى (مؤنث) |
| officer | | ضَابِط – ضَبّاط (ج) |
| or, otherwise | رُّهُم و الآ | ندسر و ق |
| other (f.) | | اخر ، اخری (مؤنث) |

| English | ID | MSA |
|-------------------------|-----------|-----------------------|
| possible, may be | يمكن | |
| put (to), put down (to) | | مَـطَ |
| safety | | يَرَ امان |
| signal (military) | | ر ⁄ ر مخابرة |
| special | | ر خاص |
| sumac (spice) | سماك | |
| talk (to), speak (to) | حچی | |
| there is |) اکسو | |
| tomorrow | بُاچِر | |
| try (to) | . · | َ - تَّـَّ جَرِّبُ |
| what is | , شئو | |
| who, which | اللئ | |

LESSON 4

A VISIT TO AN OFFICE



OBJECTIVES

Upon completion of this lesson, you will be able to:

- Visit an office and ask to see someone.
- Deal with situations when you are asked to wait to see someone.



GRAMMATICAL FEATURES

6. The Iraqi passive verb (pattern):

| 1. Pronunciation of some ID items: | نَص ، شِسْم ، لِهْنَا ، لَعَدْ |
|---|-------------------------------------|
| 2. The use of the greeting phrase: | رسَّ ، حلت البركـة |
| 3. The use of special phrases: | رَدُ لَعَدُ لِيشٌ ، لَعَدُ شِنُو |
| 4. The ID ordinal and cardinal numbers: | م°ت د الثانية ، تلث |
| 5. Measure V verb: | • - ش ه تصور |
| | - |

COMMUNICATIVE EXCHANGES

FRAME I

Captain Moowafack is a newly-assigned instructor to the Army Engineering School. He wants to report to the commandant. He is in the adjutant's office now.

الْنَقِيبِ مُوَّفَق : (يِلَّدِي ٱلْتَحِيَّةُ) صَبَاحِ ٱلخِير ، آنِي جِدِيد هُنَا ٠ مُمْكِن أَشُوف آمِر ٱلْمَدْرَسَة ؟

المساعِد : (يرد التحية) شِسْم جَنَابَكْ يَا نَقِيبٌ ؟

النقيب موفق : آنِي النقِيبُ مُوفَقَ ، إِنْقَلِتَ لَهِنَا مِنْ كَتِيبَةَ ٱلْهَنْدَسَةَ الثَّانيةِ •

المساعد : إِي نَعُم إِحْمَا جِثَّا مِتُوَقَّعِيكٌ ، وٱعْتِقِد ٱلآمِر مِنْتَظْرَكُ ، خُلِّي أَشُوف ·

> وه عرب مره و . النقيب موفق : شكرا سيدي المساعد •

المساعد : إلآمر بمكتبه اتفضل إدخل ٠

LESSON 4 FRAME I



TRANSLATION

Cpt. Moowafack: (Salutes) Good morning. I am new here. May I see

the school commandant?

The adjutant: (Salutes back) What is your name, captain?

Cpt. Moowafack: I am Cpt. Moowafack. I have been transferred from the

2nd Engineering Regiment.

The adjutant: Oh, yes, we're expecting you. I believe that the

commandant is waiting for you. Let me see.

Cpt. Moowafack: Thanks, adjutant, sir.

The adjutant: The commandant is in his office. Please enter.

EXPLANATORY NOTES

- 1. عادي التحية , "salutes," is the ID military for the MSA military

 (عيد عند عند عند عند عند التحية . It means literally, "Performs the salute." The verb عند عند التحية , "saluted," may be used and it suffices without having to add "عدية , "salutation." For additional information about regulations and protocol, see Enrichment.
- 2. آمـر ٱلْمَدْرَسَة , "the school commandant," is a military phrase. In civilian life, the phrase مُدِيـر ٱلْمَدْرَسَة is translated to "principal" but literally means "the manager of the school."
- 3. ما إسم , "what name," is ID for the MSA مما إسم . It is a compound of the interrogative ش and اسم is deleted. The compound may be used with a suffix.

Examples:

It is considered to be a better and more polite form if the phrase is followed by a title like "Mr." or "Mrs." An example of this is . شبم مُصْرِيَّاكُ ،

4. نقيب , "captain," is used in the military as a rank only. See

LESSON 4 EXPLANATORY NOTES

5. اِنْفَال , "was transferred," is ID passive. The MSA pattern for changing the triliteral active verb to passive is to change the markers of the first letter to _ and the second to _ . The pattern اِنْفَعَال , which is measure VII active, is utilized in ID to imply the passive. See Reference Grammar. In MSA, for good grammatical form, the avoidance of passive verbs is stressed. This is carried over to ID also.

6. الهنسا , "to here," is ID for the MSA الهنسا . It is composed of the preposition ل and the demonstrative noun الهنسا . In ID, there is a tendency to change the preposition الله to the preposition ل . As it is in MSA, the اله is added to الهنسا to indicate distance.

Example:

here نَــَا نــَـاكَ there

- 7. إي نَعَم plus the ID إي is used as a phrase for an emphatic "yes."
- 8. مَتَوَقَعِينَكُ , "expecting you," is ID for the MSA مُتَوَقعِينَكُ . Sometimes is used in ID. Notice that the voweling is different. It is composed of the noun of subject مِتَوَقِعِينَكُ in the plural form and the suffix كُونِينَاكُ . Any other suffix may be used to fit the situation.
- 9. سيدي , "sir," is ID. Literally, it means "my master." It is almost exclusively used in the military when an enlisted man addresses an officer or when an officer addresses a higher ranking officer. The MSA مستد "Mr." and also "master."

LESSON 4 EXPLANATORY NOTES

10. تفضّل أدخيل "please enter," is ID for the MSA المنعث . You were introduced to تفضّل التحريح in Lesson 1. This phrase is also two imperative verbs being used back-to-back. Most often, in both MSA and ID, the imperative لله "please," precedes an imperative verb for showing politeness. It may be used alone with a hand gesture, such as pointing to a chair and saying تفضّل , or opening a door and saying تفضّل , or offering a pack of cigarettes and saying تفضّل meaning "have a seat" or "go ahead" or "have a cigarette," and so on.

Examples:

Have a cigarette, please.

Come over here, please. (As one gestures.)



One

To be completed outside class. Repeat after the model. (Notice that the Arabic numbers correspond with those of the Explanatory Notes.)

The officer saluted the commander.

الضابط أَدَّى الْتَحِيَّةُ لِلْآمِرِ ٠ الْضَابُط أَدَّى الْتَحِيَّةُ لِلْآمِرِ ٠ الْضَابُط أَدَى الْتَحَيِّةُ الْمَر

الضابط ادًى التحية للآمر •

This commandant is new at this school.

مَّدُا الآمِر جِدِيدُ بَهَالمَسدَرَسَةُ ·

٠٢ الآمسر جديد

الآمر جديد بهالمدرسة مره مردرية آمِر المدرسة جديد

هذا الآمر جديد بهالمدرسة •

What is the name of the captain?

٠٣ شِسِمْ جَنَابُ ٱلنَّقَيِّـبِ ؟

شَسِمْ جَنَابَكُ ؟ ، شِسْمَـكْ ؟ ، شِسِمْكُم ؟ ، إِسْإِسْمُهُم ؟

شسم جناب النقيب ؟

The captain's name is Jameel.

٠٤ ٱلنقيب إسمَاء جَمْيِل ٠

النقيب

النقيب اسمه جميل ٠

The captain has been transferred from the 2nd Regiment.

الْنَقِيب إِنِّقَلْ مِنْ الْكَتِيبَة الْثَانَيِة ٠ ٥٠ إِنِّقَل ، إِنْتِقَل

انقل من الكتيبة الشانيسة

النقيب انقل من الكتيبة الثانيّة •

The captain transferred here.

النقيب انتقل لِهْنَا ٠ ٢٠ لِهْنَا ، لِهْنَاكَ إِنْقَلْ لِهْنَا

النقيب انقل لهنا •

Yes, yes, he is waiting for you.

۲۰ إِي نَعُم هُو مِنتَـظَرك ٠
 اي نعم ، اي نعم
 اي نعم هو منتـظرك ٠

We were expecting you.

إِحْنَا جِنَّا مِتَوَقَّعِيكُ . ٨٠ متوقعـيك ، مِتُوقَّعِينَكُ مِتُوقَّعِيهَا ، مِتُوقَّعِيهُم ، مِتُوقَعِينَكم احنا جنا متوقعيك .

Yes, sir.

نعم سيدي ٠ سيدي ٠ سيدي

Please come in.

٠١٠ أَتَفَضَّلُ إِدِخُلُلُ ٠

اتفضل اتفضل استریح اتفضل جِکارة اتفضل ادخل •

Two

Repeat after the model.

Captain Moowafack walked into the commandant's office and saluted him. The commandant saluted back and ordered him at ease.

الآمس : جنابك النقيب موفق ؟

النقيب: نعم سيدي ٠

الآمر : اشلونها كتيبة الهندسة الثانية ؟

النقيب: والله الحمد الله زينة ، والآمر يسلم عليك ٠

الآمسر : الله يسلمه ، آني صار لي زمان ما رايح هناك ٠

النقيب : ربس الضباط هناك كلهم يسذكسروك ٠

Three

Repeat after the model.

Captain Moowafack is in the office of Captain Jameel, the adjutant, and the two are chatting.

جميل: اشلونه الشغل هنا ؟ يعجبك ؟

موفق: نعم هواية ٠

جميل : يعجبك مكد الكتيبة الثانية ؟

موفق : اي نعم ، وخاصة هسة صار عندي اصدقاء هنا ٠

جمیل : شوف تری اریدك تعرف آنی همین صدیقك ٠

موفق : اشكرك هـواية ، آني ممنون للمساعدة اللي قدمتها اليي ٠

جمیل : وشوف تری هذا مکتبی مثل مکتبك یمتی ما تحب بس تعال هنا •

Two--Translation

Commandant: You are Cpt. Moowafack?

Captain: Yes, sir.

Commandant: How is the 2nd Engineer Regiment?

Captain: By God, thank God, it's fine. The commander sends his

greetings.

Commandant: Greetings to him. I haven't gone there in a long time.

Captain: But all the officers over there remember you.

Three--Translation

Jameel: How's work here? Do you like it?

Moowafack: Yes, very much.

Jameel: As much as the 2nd Regiment?

Moowafack: Emphatically yes, especially now that I have friends here.

Jameel: Look. I'd like you to know that I am your friend, too.

Moowafack: Thank you very much. I'm grateful for the assistance you gave

me.

Jameel: And look, this office of mine is like it is yours; just come

here anytime you like.

Four

Complete the following 5 Iraqi sentences with the appropriate choice from the items in the left column.

 ۱۰ (۱: ارید اشوف الآمیر ۰۰۰۰
 انقل من کتیبة الهندسة الثانیة

 ۲۰ لما ادخل بمکتب الآمر ۰۰۰۰
 النقیب الجدید

 ۳۰ اذا الآمر راد مني فد شغلة ۰۰۰۰
 أدي التحیة

 ۱۵ روح للمساعید
 اروح للمساعید

 ۱۰ النقیب الجدید ۰۰۰۰
 أگلیه نعم سیدي

Five

Answer the following 10 Iraqi questions with complete sentences.

٠١ اذا صديقك عزمك عالعشا شتكل له ؟

٠٢ شتسوي لما تشوف الآمسر ؟

٠٣ شتسوي اذا تريد تشوف الآمر ؟

٤٠ اشتتوقع بالمطعم ؟

٥٠ انت اشد تسوي بهالمدرسة ؟

٠٦ شيعلمون بمدرسة الهندسة ؟

٠٧ انتو وينكم هسة ؟

٠٨ شتگول لما تتعرف على صديق جديد ؟

٩٠ شسمك ؟

Six

Use the word ممكن to form a question for the following 10 Iraqi statements and make the necessary changes.

Example:

ممكسن

(Student) ممكن اروح للكهوة ؟

٠١ النقيب موفق يريد ينتظر الآمر هنا ٠

٠٢ المساعد يروح لكتيبة الهندسة الثانية ٠

۰۳ يعجبني احچـي وياچ شوية ۰

٠٤ باچر راح اشوف الآمر ٠

٥٠ اريدك تروح للكهوة ويايا ٠

٠٦ كُل لي شنو الوكُّت ٠

٠٧ تكدرون تشوفسون الآمسر ٠

٠٨ احب اسافر باچس ٠

٠٩ کُل لي اسم مساعـدکم ٠

٠١٠ يعجبني آكـل كباب ٠

Seven

Using the example as a model, replace the pronoun in the sentence below with the pronouns listed and make any other necessary changes.

Example:

she

(Teacher) هو يتوقع ينقل لمدرسة الهندسة ٠

(Student) هي تتوقع تنقلل لمدرسة الهندسة •

they

we

you, m.

I

you, pl.

you, f.

Eight

Form a question for each of the following 5 statements.

- ٠ هذي الكتيبة اسمها كتيبة المخابرة الثانية ٠
 - ٠٢ آئي اتوقع اشوف الآمر ساچر ٠
- ٠٣ النقيب موفق يعتقد هو انقل لمدرسة الهندسة ٠
 - ٠٤ المساعد منتظر الضابط الجديدد ٠
 - ه و الأمسر دخيل بمكتبه ٠

Nine

Change the affirmative to negative and negative to affirmative in the following 10 sentences, making any other necessary changes.

- ٠١ الآمر ما راح يكون هنا اليوم ٠
 - ٠٢٠ المساعد من بمكتبه هسة ٠
- ٠٣ احنا چنا متوقعین نشوف جنابك ٠
- ٠٤ هم انتظروا هواية بس شافوا المدير ٠
- ه اي نعم ، ممكن تحجيي ويا الآمر
 - ٠٦ النقيب جميل هو مو مساعدنا ٠
- ٠٧ هذي كتِيبة الثانية مو مدرسة الهندسة ٠
 - ١٠ احنا مو كليتنا نحي الآمر ٠
- ٩٠ الآمسر راح ينقل مكتبه الجديد لهناك ٠
 - ٠١٠ نعم ممكن تستريح وتنتظر الآمر هنا ٠

COMMUNICATIVE EXCHANGES

FRAME II

Maj. Alwan went to visit his friend Dr. Zaki, the head of the department of public health in his office. The following exchange took place between the major and Dr. Zaki's secretary.

يُ وَ اللهِ عَلَوْان : صَاحَ النبِر ، أَحِبُ أَرُور الْدِكِتُور رَكِي ، آني الرائِد عَلُوّان ٠

أُلْسَكُرتِيرة : مِتْاسْفَةُ لِأَنْ ٱلْدِكْتُورِ عِنْدَهُ ٱجْتِمَاعِ هَسَّةً ٠

الرائد علوان : آنِي لازم أَشُوفَه ، شِتْمُورِين الْإِبْتِمَاعُ رَاحٌ يَطُولٌ ؟

السكرتيرة : لا ، مَا اتْصَوْرُ يَجُوزُ يَخْلُقُ بَنِيْسُ سَاعَة ٠

الرائد علوان : زين ، لُعَد آنِي رَاحٌ أَكْعَبد وانتظبره هنا ٠

السكرتيرة : طَتُّ ٱلْبُركَة ، تَّحِبُ أَجِيبٌ لُكٌ ٱسْتِكَانَ جَباي ؟

LESSON 4 FRAME II



TRANSLATION

Maj. Alwan: Good morning. I'd like to visit Dr. Zaki. I am Maj. Alwan.

Secretary: Sorry, the doctor has a meeting right now.

Maj. Alwan: I must see him. Do you imagine the meeting will last long?

Secretary: No, I don't think so. It may be finished in half an hour.

Maj. Alwan: Good. Then I will sit down and wait here.

Secretary: Most welcome. Would you like me to bring you a cup of tea?

EXPLANATORY NOTES

- 1. رَائِد, "major," is military. In MSA it means "messenger" or "explorer." See Enrichment.
- 2. دگتور , "doctor," has been borrowed from English. It is used in ID for both "Ph.D." and "M.D." In MSA it is used for "Ph.D." only.
- 3. سكرتيسرة, "secretary," is from English also. It is used in both ID and MSA. The pronunciation is different from that of the English. Listen to your instructor pronounce it. See Enrichment.
- 4. تَصُوّر , "imagined," "thought," or "supposed" is a measure V verb. It is used to mean the same in both ID and MSA. It has a lot of meanings and usages. Look it up in your dictionary.
- 5. نسم , "half," is ID for the MSA نصف . The ن is dropped in ID, demonstrating one of the dialect word-change patterns.
- 6. لعبد, "then" or "therefore," is a unique ID word not found in MSA.

 The MSA equivalent is اذا و precedes لعد precedes شنو it means "what else."

Examples:

If you don't like doelma, then eat kabab.

We went to the restaurant to eat, what else?

اذا ما تحب الدولمة لعد أكل كباب ٠

رحنا للمطعم دناكل لعد شنو ؟

LESSON 4 EXPLANATORY NOTES

7. أگعيد , from the perfect كُعيد , "sat," is ID for the MSA .

Note the MSA ق , "q," is changed in ID to ط , "g." In ID this verb is also used to mean "woke up."

- 8. عليّة البركة literally means "blessing prevailed" or "blessing came upon us" or "blessing took over." It is MSA. It is used in both ID and MSA as another greeting phrase. Actually, this phrase is interchangeable with "welcome," and similar phrases.
- 9. أجيب , "brought," is ID for the MSA بَابً , "brought," is ID for the MSA أجلب , "See Reference Grammar.





One

To be completed outside class. Repeat after the model. (Note that the Arabic numbers correspond to the items in Explanatory Notes.)

Maj. Alwan is our adjutant.

الرائد علوان

هو مساعدنا ٠

الرائد علوان هو مساعدنا •

لاَرِم أَشُوفُ ٱلدِّكْتُورَ رَكِينٍ ٠

لازم أشوف

٠٢ الدكتور زكي

لازم اشوف الدكتور زكي ٠

This secretary is new here.

I must see Dr. Zaki.

۰۳ جدیدة هنا

السكرتيرة -- السكرتير

هذي السكرتيرة جديدة هنا ٠

Do you think that Ali likes to eat in the Officers' Club?

٢٠ تِتْصَوْرُ أَنَّ عَلَي يحبُ يَاكُلُّ بْنَادِي ٱلْضَبَّاط ؟
 تتصور ، تِتْصُورِين ، تِتْصُورُون

تتصور ان علي يحب ياكل بنادي الضباط ؟

Lt. Haydar left the story , in the middle and walked away.

أَرْمُورُ مُرَا لِيَ رَبِّهُ وَ مِنْ مُ مَا لَا مُعْلَمُ وَمُشَى وَمُشْمِ وَمُشْمِ وَمُشَى وَمُشَى وَمُشْمِ وَمُ وَمُشْمِ وَمُ مُسْمِ وَمُ مُسْمِ وَمُ سُمِ وَمُ مُسْمِ وَمُ سُمِ وَمُ مُسْمِ و مُسْمِ وَمُ مُسْمُ وَمُ مُسْمِ وَمُ مُسْمُ وَمُ مُسْمِ وَمُ مُسْمُ وَمُ مُسْمِ وَمُ مُسْمِ وَمُ مُسْمِ وَمُ مُسْمُ وَمُ مُسْمِ وَمُ مُسْمُ وَمُ مُ مُسْمُ وَمُ مُ مُ مُ مُسْمُ وَمُ مُ مُسْمُ و مُسْمُ وَمُ مُسْمُ مُ مُ مُ مُ مُ مُ مُ

ه، نص ، نص ، نص مرتب مره و عالنص ، خلاها عالنص

الملازم حيدر خلى الحياية عالنص ومشى ٠

DRILLS LESSON 4

If you don't lake to go to the cafe, then let us go to the restaurant.

إِذَا مَا تَرِيدُ تَرُوحَ لِلْكُهُـوَةِ لُعَدُ خلتي نروح للمطعم •

۰۳ لعد ، لعد خليي

اذا ما تريد تروح للكهوة لعد خلي نروح للمطعم ٠

Please come sit with us.

ه م ي ه وره و ي . تفضل أكفد ويسانا ٠

ر أكفُد ، أكفُدِي ، أكفُدوا

تفضل أكعد ويانا ٠

Blessing took over, welcome.

حلت البركـة

حلت البركة ، اهلا وسهلا ٠

Ali brought us blessings with him.

على جاب إلنا البسركات ويساه ٠

۹۰ جاب، جايب، جابوا

على جاب النا البركات •

على جاب النا البركات وياه •

Repeat after the model.

السكرتيرة : مرتك المُدرِسة الجِديدة ؟ اللِّي انتِقلَت هنا البارحة ؟

الزائر : نَعَمْ ، وَأُرِيدُ أَتَعَسَّرُفُ عَالُمْكُوبِرُ وَأَحْجِي وَيَّاهُ شَوَيَّةً .

السكرتيرة : بَسْ آنِي مِتأْسَفَة هُو هَسَةُ مَشْغُولُ شُويَة بِٱلْإِحْتِمَاعِ •

الزائرة : زين ، آني أكدر أخابره مِنْ مَكْتَبِي بَعْدِينَ ٠

Three

Repeat after the model.

النقيب جميل : البارحة زرت الدكتور زكي بمكتبة . الرائد علوان : آني همين چنت هناك البارحة . النقيب جميل : زين أشلون ما شفتك ؟ النقيب جميل : يَجُور إِنتَ فِكُرَكَ چَان مَشْغُولٌ بُسِكْرتيرته . الرائد علوان : يَجُور إِنتَ فِكُرَكَ چَان مَشْغُولٌ بُسِكْرتيرته . النقيب جميل : نَعَم ، شنُو إِنتَ مَا تِعَـرُفُ لَيلُن مَرْتي ؟ الرائد علوان : بَالله ، لا والله مَا چِنتُ أُعْرُفُ .

Two--Translation

Visitor: May I see the principal?

Secretary: May I tell him who is calling?

Visitor: I am Maj. Alwan. My wife is a teacher here.

Secretary: Your wife is the new teacher who was transferred here yesterday?

Visitor: Yes. I want to meet the principal and chat with him a bit.

Secretary: But I am sorry. He's a little busy; he's in a meeting.

Visitor: OK. I could call him from my office later.

Three--Translation

Cpt. Jamil: I visited Dr. Zaki in his office yesterday.

Maj. Alwan: I was there yesterday, too.

Cpt. Jamil: OK. How come I didn't see you?

Maj. Alwan: Perhaps your mind was busy on his secretary.

Cpt. Jamil: Yes. What, don't you know Layla is my wife?

Maj. Alwan: Really? No, I didn't know.

LESSON 4 DRILLS

Four

Follow the pattern established by the example, making the necessary changes.

| Layla | جاسم زار الدكتور زكي ٠ | (Teacher) | |
|----------|-----------------------------|-------------|-----|
| | ليلى زارت الدكتور زكي ٠ | (Student) | |
| • | | | |
| you, f. | للدكتور ٠ | لازم تروحون | • 1 |
| you, pl. | نخلصص بنص ساعة ٠ | تتصور راح | ٠٢ |
| she | ان ينقـل ٠ | هو يتوقع | ٠٣ |
| they | ون تشوفون الآمصر ٠ | انتو تگدر | ٠ ٤ |
| Nadwa | بالدائرة البارحة ٠ | رمــزي چان | • 0 |
| you, f. | د ٠ | تفضل اكعــ | ٠٦ |
| I | ن عبدنا اجتماع ويا المدير ٠ | البارحة جِا | • Y |
| you, m. | ي لي استكان جاي ؟ | ممكن تجيب | ٠,٨ |
| we | هواية من الرائد علوان ٠ | آني ممنون | ٠٩ |
| they | شغلہا بنص ساعة بس ۰ | ليلى خلصت | •1• |

Five

The 5 statements below are each followed by three responses. On a separate sheet of paper, write the letter of the best response for each statement.

- 1. أحب اعزمك لنادي الضباط الليلة •
- a. متآسف ما عندي وكت الليلة ٠
 - d. متأسف عندي وكت الليلة ·
 - c متأسف اكدر اروح وياك ·
- تفضل استريح واشرب لك استكان چاي ٠
 - a حلت البركة ٠
 - اني زين الحمد الله ٠
 - c ممنون اشكرك ٠

3. علي يريدني اروح ويساه د نسزور الدكتور زكي ٠

- a. البارحة علي زارني •
- ها، علي يريد يزور الدكتور زكي ٠
- c. آنى وعلي زرنا الدكتور زكي ·
- الملازم حيّا الآمسر والآمر رد عليه
 - a. الآمسر حيا الملازم
 - الآمر رد السلام ٠
 - c. الملازم رد السلام ٠
 - 5. ممكن اشوف الرائد علوان من فضلك ؟
 - a. رحت ازور الرائد علوان ٠
 - d. سافرت وياً الرائد علوان •
 - c. الرائد علوان عند الدكتور ·

Six

Using the example as a model, complete the following 10 sentences and repeat them aloud.

Example:

- اکُل (Teacher)
 - اکُل (Student)
 - ٠١ _____ ١٠
 - ۰۲ ـــــ اشربي چاي
 - ٠٠ ____ ١٠خلـي هنا ٠
 - ٤٠ _____ وياي للمطعـم ٠
 - ه. _____ اكعدوا ٠

LESSON 4 DRILLS

٠٦ ____ نروح للكهوة ٠

۰γ ـــــ خلص الاكل آني انتظرك ما يخالف ٠

٨٠ ____ للعشا عدنا انت ومرتك ٠

٠٩ ـــــ تكل لي شسم جنابك ؟

٠١٠ اذا الكياب ما يعجبه _____ اكلي دولمة ٠

Seven

Form a question for each of the following 10 statements.

- ٠١ المدير مشغول هسة ، ممكن تنتظره هنا ٠
- ٠٢ نعم سيدي ، آني چنت بالكتيبة الشانية ٠
 - ٠٣ مساعدنا هو الرائد علوان ٠
 - ٠٤ السكرتيرة الجديدة اسمها سميرة ٠
 - ه٠ علي چان د يحجني ويا المدير ٠
 - ٠٦ الرائد علوان بمكتب الآمر هسة ٠
 - ٠٧ اي نعم لازم اشوف الدكتور ٠
 - ٠٨ يمكن اخلص بنص ساعة ٠
 - ٠٩ متاسفة ما أكدر الليلة ٠
 - ٠١٠ برندا سوت الكباب ٠

Eight

Answer the following 10 questions with complete sentences.

- ٠١ وين تروح اذا تريد تاكل ؟
- ٠٢ منو اللي لازم يحيي الآمر ؟
 - ٠٣ شتسوي بالگهسوة ؟
- ٤٠ شسم السكرتيرة الجديدة ؟
- ه و تعرف وین یصیر مکتب المدیر ؟
- ٠٦ ممكن انتظر الدكتور بمكتبيج ؟
 - νγ تكدر تخلص شغلك بنص ساعة ؟
- ٨٠ هذي السكرتيرة شنو جديدة هنا ؟
- ٩٠ تتصور لازم نسروح نزور الملازم حيدر ؟
 - ٠١٠ تص اجيب لك استكان چاي ؟

Nine

Complete each of the following 10 sentences with an appropriate item from the left column.

| • 1 | الآمر عنده هسة ٠ | حلت البركة |
|-----|--------------------------|------------|
| ٠٢ | اجيب مرتبي ويايا ؟ | اجيب لك |
| ٠٣ | من وين النقيب موفق ؟ | طويل |
| ٠ ٤ | الدكتور مو هنا | انقسل |
| • 0 | راح اکعبد انتظره استنظره | اجتماع |
| ٠٦ | اتفضل ـــــ هنا ٠ | ممكن |
| • Y | تشرفنا ـــــ ٠ | اكعد |
| ٠,٨ | خليلك شوية چاي ٠ | عتصورون |
| ٠ ٩ | هذي الكعدة راح تطول ؟ | متأسفة |
| •1• | هذا جان اجتماع ـــــ ٠ | لعبد |



CLASSROOM EXERCISES

What do you say?

- 1. You want to see the manager of the public works department. You are now talking to his secretary. Give her your name and ask to see the manager.
- 2. The secretary in the situation above tells you the manager has just stepped out of his office. You want to wait for him there. What do you say?
- 3. You are the adjutant of your regiment. Cpt. Jameel came to your office asking to see the commander. You want to check with the commander. What do you say?
- 4. In the situation above, Cpt. Jameel asked if it was all right to sit down and wait. How do you answer him?
- 5. You are visiting your friend, Dr. Zaki, in his office. Respond to his secretary's offer to bring you a cup of tea.
- 6. Your friend called you to go to the cafe. Say that you can go in half an hour.

Role Playing

Situation 1. One student plays the role of Cpt. Moowafack in Frame 1, and another plays the role of the adjutant.

LESSON 4 CLASSROOM EXERCISES

Situation 2. A female student plays the role of Dr. Zaki's secretary.

A male student plays the role of the doctor's friend who came to visit him.

The doctor will be busy for half an hour. The friend says he must see him and he will wait. The secretary invites him to sit down and offers him a cup of tea. The friend accepts with thanks.

Situation 3. One student plays the role of an adjutant, another is a lieutenant who is asking to see the commander. The adjutant checks with the commander who said let him come in half an hour. The lieutenant is not busy right then and asks to wait in the adjutant's office. The adjutant invites him to sit down.

Situation 4. Three students are involved. One is the manager of a company, the other is his secretary, the third is an employee who wants to see the manager. The manager says he could see him tomorrow morning. The employee insists on seeing the manager right away. The manager relents. The secretary invites him to go in. The manager invites him to sit down. He accepts with thanks. The manager asks "What's up?" The employee tells him that he is overworked and needs help. The manager tells him he has been a very good engineer and promises to give him help.

Interpretation Practice

You are the interpreter in the following situation.

English speaker (Instructor)

Interpreter (Student)

Arabic speaker (Student)

Situation 1.

1 4

صباح الخير ٠

Response.

ممكن اشوف المدير ؟

May I tell him who wants to see him?

آني الرائد علوان ، احضا اصدقاء •

Yes, sir, let me see.

نعم ، تفضل ٠

Go right in, please.

Situation 2.

I am Sameer.

اهــلا ، احنا متوقعيــك ٠

I hear the manager wants to see me.

نعم ، خلي اشوف اذا هو هنا ٠

OK, I'll sit here.

نعیم ، تفضل استریح ۰

متأسفة ، المدير مو هنا هسة ٠

OK, could I wait for him here?

نعم ، حلت البركة ، تحب اجيب لك چاي ؟

Yes, I'll be grateful, but do you think it will be long?

لان ما اتصور ، اعتقد انه راح

يكلون هنا بنسس ساعة ٠

Situation 3. Lt. Haydar is taking a course at the British School of Military Engineering. The commandant had sent for him. He has just arrived at the adjutant's office.

صباح الخير سيدي ٠

Good morning, Lt. Haydar. What can I do for you?

الملازم مكلاود كُل لي ان الآمر يريد يشوفني ٠

Oh, yes, I remember.

تعـرف شيريد منـي ٠

Yes, I think I have a good idea about what he wants to say to you.

ممكحين تكُل لي انت وما تخليني انتظـر ٠

No. I believe you should hear it from him.

Situation 4.

صباح الخير سيدي ٠

Good morning, Lt. Haydar. How are you this morning?

الحمد الله زين ، اشكرك ٠

I sent for you so that we can talk about your studies.

نعم ، بس جنابك تعتقد ان شغلى مو زين ؟

No, no, it's just that I wanted to see if you are bothered by something.

لا , الحمد الله , آني مو مشغول بشي ,

بس ، الدراسة بالانكليزي مو هلكد ماشية ويايا •

All right, would you like me to send you to another school to study just English for a while?

نعم ، اذا ما تخليني هناك مدة طويلة

وتنساني ٠ اصير ممنون هواية ٠

LESSON 4 CLASSROOM EXERCISES

Translation Practice

Translate orally into English the following 5 sentences.

- ٠١ ذكرني يا علي پاجر الصبح حتى اروح ازور جاسم بمكتبه ٠
 - ٠٢ ليش انت تعرف وين يصير مكتبة الجديد ؟
 - ٠٣ شنو مكتبه الجديد ؟ ليش هو انتقل ؟
 - ٤٠ اي نعم ، من زمان ، ليش انت ما سمعت ؟
- ٥٠ لا والله ، شلون اسمع ؟ وآني هلكد مشغول بهالدائرة ٠

Dictation Practice

With books closed, write the following 5 sentences in SATTS as the teacher dictates them.

- ٠١ شوف ملازم حيدر بالله اذا شفت النقيب جميل كُل له اريد اشوفه ٠
- ٠٢ زين حلت البركة ٠ راح اتشاقى وياه وأكله الآمر يريد يسوي اجتماع ٠
 - ٠٣ اي نعم هو الآمر يريده ، يريد يحجي وياه عن الكتيبة الشانية ٠
 - ٤٠ شنو ، شيحب يعرف عنها ؟ مو هو خلص منها ومشي ٠
 - ٥٠ لا والله هو بعده يحب يسمع عن الضباط هناك
 - وخاصة عن صديقه الآمر الجديد •

HOMEWORK



Exercise One

On a separate sheet of paper, use SATTS to write the following 10 recorded sentences.

On a separate sheet of paper, translate the following 10 recorded sentences into English.

- 1. Who is Dr. Zaki's secretary?
- 2. What did she pretend? Why?
- 3. Which of the two people did she know before?
- 4. Was she introduced to the other person?
- 5. Was the doctor in his office?
- 6. Were the guests offered something?
- 7. Who is Haydar?
- 8. Why didn't they wait?
- 9. Was there a message left for the doctor?
- 10. When was the doctor expected?

LESSON 4 HOMEWORK

Exercise Four

You will hear 10 recorded sentences, each followed by three responses. On a separate sheet of paper, write the letter of the most appropriate response.

- a، شفت الدكتور ٠
- الدكتور شافني ٠
- c ما شفت الدكتور ٠
- a. چان عدنا اجتماع البارحة ٠
- d. هذا الاجتماع الآمر يريده ·
 - c اجتماعنا چان طویل
 - · a شغلنا مو هواية
 - d. عدنا هواية شغل ٠
 - c. شغلنا ما راح يخلصص •
 - ۰۶ مدیقی عنده مکتب جدید۰
 - do مكتبي الجديد زين
 - c آنی عندی صدیق جدید ۰
 - a الدكتور جاب النا چاي ٠
- d. السكرتيرة قدمت النا جاي ٠
 - c. الچاي چان زين ٠
 - ۰٦ .a عدنا وكت هواية ٠
 - b. وكتنا مو طويل ٠
 - c. ما اعرف اشكد عدنا وكَت ٠

LESSON 4 HOMEWORK

• a علوان شغله مساعد •

ها الملازم علوان مساعد ٠

٥٠ الرائد علوان آمسر ٠

۰۸ a لیلی مصرة صدیقی ۰

b، ليلى صديقتىي •

c ليلى سكرتيرتي ٠

· م آتي احب انتظر ٠

d، الانتظار مو زين ٠

c منو ما يريد ينتظر ·

۰۲ علي جاب لي ڇاي ۰ a

هار زمان ما شفنا علي ٠

o علي زارني اليوم »

SUMMARY



ألتحسّة, "salutes," is one of many phrases used in the military.
 Others are as follows:

يَسُلَّم يحَيِّ ياخُذ سَلاَه

- 2. استّدي literally means "my master," but it is used in the military, more or less, as a title, "sir." نستّد is used as a civilian title equivalent to "Mr." سيّادة , "excellency," is used for a high ranking official.
- 3. اي نعم , "Yes, yes," is an emphatic "yes." Actually إلى in itself means "yes" in both ID and MSA. One way, in Arabic, to show emphasis or importance is to repeat what is being stressed. Thus, saying اي نعم means "Yes, indeed."
- 4. شسم , "What is the name?" may be used as إشاسم also. It may be suffixed or followed by a title like مُنَاب or مُفْرَة , سَيَّد all of which could be translated as "Mr."

REFERENCE GRAMMAR



1. "the second," is an ordinal number. In ID, as in MSA, there are two sets of numbers, cardinal and ordinal.

a. ID Cardinal numbers:

(1) 3 through 10 inclusive:

If the number precedes the counted noun it is always in the masculine form; however, if the number came after counted noun it is always in the feminine form. The counted noun is always plural.

Example:

three men

three women

four men

four women

تلث رياجيل تلث نِسُوانٌ ، تلث مُريَّاتُ رياجيلُ أُرْبَعَةً نِسُوانُ أُرْبَعَةً ، مُريَّات أُرْبَ

But, if the counted noun starts with a hamza, the MSA rules apply. Example:

nine days

four months

three meals

five mothers

تسعة أيام ، تسع تيام أربع تشهر أربع تشهر تشهر تلث أكلات خمس أمهات

(2) The compound number with 1 or 2 as the first part of the compound:

The number is always masculine. The counted noun is always singular.

Example:

 eleven men
 اُحْـدْعشْ رِجالْ ، دُعَـشْ رِجّالْ

 twenty-one men
 اُحْـدْ وُعشْرِينْ رَجّالُ

 twelve women
 اُحْـدْ وُعشْرِينْ مُرِيّة

 twenty-two women
 اُحْـدْ وُعشْرِينْ مُرِيّة

(3) The rest of the compound numbers through 99 inclusive:

The first part of the compound is always feminine. The counted noun is always singular.

Example:

fourteen boys

twenty-three men

ninety-nine women

twenty-nine women

- (4) Over a hundred or a thousand: The cycle starts over again as above.
 - b. Ordinal numbers:

ID follows MSA as far as ordinal numbers are concerned.

Example:

the second regiment

the fourth month

the sixth hour

the tenth minute

the tenth minute

the second regiment

and the sixth hour

the sixth hour

*The in the MSA word اربعة is pronounced as a فله in ID.

In ID, unlike MSA cardinal numbers, and not ordinal, are used in telling time.

Example:

2. The ID passive verb التقل , "was transferred."

ID uses measure VII النّعَال to form the passive. It is considered undesirable to use the passive form in both ID and MSA.

Example:

| was eaten | إِنْإِكَلَ |
|-------------|---------------------------|
| was played | إ نْلِعَبْ |
| was written | إنكِتُبُ |
| was read | إنْقِسَرَا |
| was filled | ٳؙؙؙؙؙؙؙؙؙؙؙؙؙؙؙؙؙؙؙؙڔؖڛ۠ |

| Pronoun | | Perfect | Imperfect | Imperative |
|----------|--------------------|------------------------|----------------------------|----------------------|
| he | و ت <i>ه</i> هو | إِنْتَقَل | يِنسِّقِلُ | |
| she | ھي | اِنْقلت اِنْقلت | ڗؚۜٮ۬ؾٞۊؚڶ | |
| they | <i>د ئة</i> هم | يوه <i>-</i> إنقلوا | ۍ ه و . پينقلون | |
| you, m. | إنتَ | ي- إنقلت | ڗؚۜڹۜۊؚڵ | ي إِنْقِلٌ |
| you, f. | إنت | يوره إنقلت | يو. تنقلين | َيْهِ م إِنْقَلِي |
| you, pl. | إنتو | يو- • و رانقلتو | ت <i>ته و ه</i> رتنقلون | روه ر إنقلوا |
| I | آني | پ" انقلت پانقلیت | ٱنَّقِلَّ | • |
| we | بإحنسا | یورہ اِنقلنا | نِنَّقِلُ | |
| | • | • | | |

verbal noun, نقِـل

noun of subject, مِنتَقِلً

noun of object--The noun of subject is used here along with منقول

3. Measure I weak-in-the-middle verbs:

verbal noun, کُبول (seldom used)

noun of subject, گُایـِل

noun of object, not used.

For conjugation, see the verb شاف , in Lesson 1.

b. جـاب , "brought"

verbal noun, not used.

noun of subject, بُالِيْ

noun of object, not used.

For conjugation see the verb مسار , in Lesson 1.

4. Measure V verb تَصُور , "imagined," "supposed," "thought" or "took a picture"

| Pronoun | | Perfect | Imperfect | Imperative | |
|-------------------|--------------------|-------------------------------|--------------------------|-------------------------|--|
| he | و ت ه هو | ه م ته ه | ە <i>، تە•</i> يىتصور | | |
| she | هي | ٠٠٠٠ . تصورت | تَّصَوْر | | |
| they | د <i>ت</i> هم | ۰-، و تصوروا | ه ره و ه پيتمسورون | . (7) | |
| you, m. | إنتَ | ٠ - تر ٠ تصورت | <i>ه ر که ه</i> تتصور | <i>ه د شه</i> إتصور | |
| you, f. | إنت | • - تر• تصورت _ر | تِتَصُورِينَ | ه / ه تصوري | |
| you, pl. | إنتو | • ٠ ٠٠٠ و تصورتو | تتصورون | <i>ه ۾ هو</i> تصوروا | |
| I | آئي | ه د تو م تصورت د | اً مرت ا | | |
| we | إحنا | ۰ ۱ شور تصورنا | ه کری نِتصور | | |
| verbal noun, تصور | | | | | |
| noun of s | ubject, | ه روه متصور | | | |
| noun of o | bject, | مُتَصَوَّر | | | |

LESSON 4 REFERENCE GRAMMAR

5. أُحِبُ أَرُورُ is "I like to visit." The verb أُحِبُ أَرُورُ is often used, preceding another verb, to mean "I like to" This combination does not mean "I would like." If the intention is "I would like," then the verb أَرْغُبُ should be used instead of أُحِبُ .

EVALUATION



Part A.

You will hear 5 recorded ID items, each followed by three responses. On a separate sheet of paper, write the letter which corresponds to the best response in each case.

- a. ليلى سكرتيرة جديدة ٠
 - لیلی زینة بشغلها ۰
 - c ليلي خيوش ميرة ٠
- a الدكتور علي عنده مكتب ٠
- الدكتور زكي مكتب جديد ٠
- c الدكتور زكي جديد هواية ·
 - a انتظرت المساعد ٠
 - الآمر انتظرني •
 - c انسي انتظرت الآمسر ٠
- النقيب جميل مساعدنا الجديد
- النقیب جمیل ممکن یصیر مساعد •
- ٠٠ اعتقد النقيب جميل صار مساعد ٠
 - · a المدير عنده سكرتيرة
 - b. المدير لازم يشوف السكرتيرة ٠
 - c. المدير يزور سكرتيرته ٠

LESSON 4 EVALUATION

Part B.

On a separate sheet of paper, write the English translation of the following 5 recorded Iraqi sentences.

Part C.

On a separate sheet of paper, using SATTS, transcribe the following 5 recorded Iraqi sentences.

Part D.

Listen to the following recorded Iraqi paragraph, then answer the 5 questions below.

Questions

- 1. Whom was Major Alwan visiting?
- 2. What condition did Dr. Zaki make for accepting the invitation?
- 3. Was he serious about that condition?
- 4. What was the major's answer to that condition?
- 5. How did that situation end?

ENRICHMENT



- 1. The word for "office" is مكتب . It is also used for "desk." It is the noun of place from the pattern مغيل . The feminine form of the word مكتبة means "library." It is used in both ID and MSA.
- 2. متأسف , "sorry," is ID and MSA. It is used in a variety of forms.

 Example:

sorry آسف ، متأسف with sorrow

- 3. التحيية , "salute," is MSA and is military mostly. Most often in MSA are used is the word used. In the military both علم are used equally. In military drills, and as a command too, the phrase سلام خيذ , "take a salute," is used. The Iraqi military protocol for saluting is as follows:
 - a. All men and NCOs must salute all officers.
 - b. All officers must salute their commander at any level.
 - c. A lower-ranking officer must salute a higher-ranking officer.
- d. If a military member approaches and salutes a group of officers, only the highest ranking of the group should reply.
 - e. Salutes should be acknowledged at all times.
 - f. One should not salute if one is not wearing a cap.
 - g. Warrant officers are considered NCOs.

LESSON 4 ENRICHMENT

4. Ithe adjutant," is the administrator of a regiment or a battalion. Everything to and from the commander has to go through the adjutant's office. He is responsible for all internal and logistic matters, and he keeps the commander informed about the internal state of the regiment.

- 5. استان or مضرة, "sir," is a polite way to address someone. It is used in the feminine form also to addres a female. There is no equivalent to it in English; therefore, it may be translated a little differently by different people. It is widely used.
- 6. کتیبـة , "regiment," is used for mechanized units. نسوج , "battalion," is used for infantry.
- 7. The ID جاب means "brought." It is also used to mean "delivery of a child."

Example:

The woman delivered a boy.

المسرة جابت ولسد •

- 8. جـاب in MSA means "wandered" or "traveled." It never conveys any of the ID meanings.
- in MSA means "leader," head" or "director." The Egyptian Army adopted it in 1939 as the rank of captain. The Iraqi Army used to use ريان for "captain" and ريان for "major." In the early seventies there was an attempt by most Arab countries to unify their armies. One of the results of that was the agreement to use رائد for "captain" and رائد for "major." Iraq complied.

LESSON 4 ENRICHMENT

10. سكرتيرة , "secretary," is from the English. It has been modified in Arabic in both gender (feminine) and pronunciation. سكرتيس , the masculine form, is used as in English for political parties and other organizations or clubs, except in the context of "secretary of a cabinet."

In ID, the word وزير الدفاع , "secretary," is used; thus "secretary of the interior" is وزير الدفاع .

se Blidde de Call

VOCABULARY



| English | <u>ID</u> | MSA |
|--------------------|---------------------------|---------------------------------|
| adjutant | | ر ⁄ مساعِد |
| believe (to) | ه ه ه اعتقد | |
| bring (to) | ب جَابٌ | |
| commandant | | آمِر |
| doctor | ہ ر دکتور ۔ دکاترۃ (ج) | |
| enter (to) | | ر ر دخــل |
| expect (to) | | ۔ ہے ۔ توقیع |
| finish (to) | َ ش • خلص | C 5 |
| half | و و نص | |
| here | هُـَـا | |
| hour, clock, watch | | ر _ ساعة |
| imagine (to) | • ت ت • شصور | |
| last (to) | - س ه طسول | |
| major (rank) | | ر اعد |
| may be | | رائِد يجوز |
| meet (to) | • ۔ • اجتمع | 33. |
| most welcome | | رتره ۱۰۰۰ حلت البركة |
| Mr. | | رو. رو. حضرة ، جناب |
| must | | کنره بـــب |
| name | | -رم عروب اسم ــ اسماء (ج) |
| new | جـدد (ج) | و دا |
| office | (6) | جدید |
| perform (to) | | مکتب ــ مکاتِب (ج) ادی |
| F-11-01 (-00) | | ادی |

SELF-EVALUATION TEST

Part One

Listening Comprehension

- Section A. You will hear 10 Iraqi sentences. After listening to each sentence, mark the letter that corresponds to the best translation for each item on a separate sheet of paper.
- a. Welcome, I know you.
 - b. You are welcome anytime.
 - c. Welcome, we are honored.
 - d. How are you? We are honored.
- a. Thank you, I like to eat because just now it is time for dinner.
 - b. Thank you, I can't eat because just now I had dinner.
 - c. Thank you, I cannot drink because just now I had dinner.
 - d. Thank you, I would love to have dinner with you.
- a. Sorry, the manager is in a meeting, but you can see him afterwards.
 - b. Sorry, I have a meeting and I cannot see you.
 - c. Sorry, you can come tomorrow to meet the manager.
 - d. Sorry, the manager has a meeting; you cannot see him.

- a. Thank God, you are here; we haven't seen you for a long time.
 - b. Thank God, I am fine. A long time has happened without seeing you.
 - c. Thank God for your safety. We haven't seen you in a long time.
 - d. Thank God for your safety; you have been away for a long time.
- 5.
 a. You said, "We can sit and drink a cup of tea."
 - b. I told you to sit and drink a cup of tea.
 - c. Do you want me to sit and drink a cup of tea with you?
 - d. What do you say we sit and drink a cup of tea?
- a. Hello, I'm the new doctor of the regiment.
 - b. Hello, I'm the doctor for the new regiment.
 - c. Hello, he is the new doctor for the regiment.
 - d. Hello, doctor. Welcome to the new regiment.
- 7.

 a. Major Alwan traveled to Saudi.
 - b. Commandant Alwan traveled to Sudi.
 - c. Major Alwan came back from Sudi.
 - d. Major Alwan is from Saudi.
- a. Let's go eat kabab, but you'll buy.
 - b. Kabab is good. Let's go eat, but I'll buy.
 - c. Let's go eat kabab, but I'll buy.
 - d. I like to eat kabab with you; I'll buy.

- 9.
- a. Welcome, Nedwa. Where were you and your family?
- b. Welcome, Nedwa. Where were you and your family?
- c. Welcome, Nedwa. How are you? How is your family?
- d. Welcome, Nedwa. Would you like to meet my family?

- a. May I see Lieutenant Ali now?
- b. May I wait for Lieutenant Ali here?
- c. Can Lieutenant Ali wait for me here?
- d. Should I wait for Lieutenant Ali here?
- Section B. You will hear 10 questions or statements in Iraqi, each followed by 4 responses. On a separate sheet of paper, mark the letter that corresponds to the best response for each item.

. 1

- a، باچر اروح للمدرسة
 - b، احب المدرسة •
- مدرستي هواية زينة ٠
- d. آني هسة بالمدرسة ٠

- a. اهلا وسهلا تشرفنا ٠
- d، شكرا , الله يسلمك ٠
- c. اشكرك هسة شربت كهوة ٠
- d. اشكرك الاهل يسلمون عليك •

- a انت راح تسافر •
- الحمد الله على السلامة ٠
- c متأسف ما اكدر اكعـد ·
- d. اي والله ، چنت مسافر لبغداد ٠

. 4

- a احب اكل دولمة
- ob امى يعجبها الكباب •
- c راح ۔اشرب چاي ٠
 - d. سويت دولمة •

•5

- a، لا ، ما مشيت `
- b. اي , ليش لا , نتشرف ٠
 - c. لعد لازم تعزمونا •
- d. لا ما نكدر احنا تعشينا ٠

•6

- a ما کو اجتماع باچر ۰
- b. لا ، ما تكدر تروح لبغداد ٠
 - c مع السلامة , الله وياك ه
 - d. سلمي لي على اهلي •

- ه اشكرچ ، آني زينة ٠
 - e ادي التحية •
 - c. حلت البركة •
- d. صباح النور ، اهلا وسهلا •

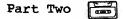
- a، نعم ، اعرف شوية ٠
- ها اي ، يعجبني أمشي ٠
- c نعم ، هو يعرف زين ٠
- d نعم ، اعرف احجيي عربي ه

.9

- a نعم ، البارحة سويت كباب ه
 - ۰b اي ، خلي نشرب جاي ۰
 - c نعم ، ممكن اعلميج
 - d تعجبنى الدولمة •

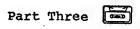
- ه. آني اعرف الدكتور على ٠
 - b. لا , ما اعتقده ٠
 - ٥٠ مرتي مهندسة همين ٠
 - a. اهلا وسهلا تشرفنها ٠
- Section C. Listen to the following dialogue in Iraqi, which will be read twice. After the first reading, there will be a two-minute pause to allow you to write, in English, the answers to the 10 printed questions. After the second reading, you will have one more minute to complete your answers. You may take notes.
- 1. Was it a.m. or p.m. whem Ali was in his friend's office?
- 2. Whom did the engineer ask for?
- 3. Was the manager in his office?
- 4. Was the engineer able to see the manager at that time? Why?
- 5. Did the engineer suggest an alternative?
- 6. Was the alternative accepted or rejected?

- 7. What was the engineer's second suggestion?
- 8. What was the secretary's response?
- 9. Did the engineer wait at the office?
- 10. What did Ali say he will do from his office?



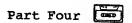
Written Interpretation

In this part of the test, you will hear 10 sentences in Iraqi. Write the English translation for each sentence. You will have a 35-second pause to write each translation.



Dictation

In this part of the test, write in SATTS the following 10 sentences. Each sentence will be read twice. Each reading will be followed by a 20-second pause.



Spoken Interpretation/Role Playing

Section A. In this part of the test, act as an interpreter in a conversation between an Iraqi and an American. Translate the Iraqi into English and the English into Iraqi. You will hear each line only once.

Section B. Read the description of the situation below. The instructor will play Nadwa's role and you will play Bahjat's. You may base your answers on the dialogue below.

Bahjat called his wife Nadwa to come over; he then asked if it is all right to invite his friend Tom and his wife to dinner tomorrow night. Nadwa said OK. He then asked what would she fix? She replied doelma and kabab. He wanted to know what time, so he could call Tom and tell him. Nadwa set the time and asked him to convey her best wishes. He thanked her and said, "Will do."

Bahjat: Ask Nadwa to come over.

Nadwa:

Bahjat: Voice your desire.

Nadwa:

Bahjat: What will the menu be?

Nadwa:

Bahjat: Time?

Nadwa:

Bahjat: Will call.

Nadwa:

Bahjat: Thanks, will do.

CUMULATIVE VOCABULARY

Arabic-English

| L2 | hope (to), wish (to) | ľ | <i>س ت</i> أمل |
|-------------|--------------------------|------|---|
| L1 | Would you? (imperative) | | أَتَّفَضُّلُ (ع) |
| L4 | meet (to) | | إجتمع |
| L1 | we | . *- | إحنا (ع) ، نحن |
| L1 | brother | | اً و الْحُوَّانُ ، إِخْوَّة (ج) |
| `L2 | take (to) | | ٱُخَدُ |
| L3 | other | | آخر آخر |
| L3 | other (f.) | | اُکُورِی (مؤنث) اُکُورِی (مؤنث) |
| L4 | perform (to) | | ادی ادی |
| L2 | if | | اِدْا |
| L1 | sit down (to), rest (to) | | آسْتریحٌ (ع) |
| L1 | cup | | آسْتِكَانُ (ع) – ٱسْتِكَانَاتُ (ج) |
| L4 | name | | إِسْمُ - أُسْمَاءُ (ج) |
| L1 | how | | إِشْ (ع) ، كيفَ |
| L3 | How much? | • | ٱَشْكَدُ (ع) |
| Ł1 | How are you? | | ٱشْلُونَكُ (ع)كيفَ صِحْتُكَ ، كَيِفَ حَالُكَ |
| L4 | believe (to) | | إِعْتَقَدَ |
| L2 | food | | أُكِل |
| L2 | eat (to) | | َرُر إكبلُ ع |
| L3 | there is | | اُکُو (ع) |
| L1 . | Saudi (country) | | َعُوهُ فِيْ رَبِيرُ وَ الْمُؤْمِدُ اللَّهِ اللَّهِ اللَّهِ اللَّهِ اللَّهِ اللَّهِ اللَّهِ اللَّهِ اللَّهِ اللّ السَّعُودِيّيَةً |
| | | | |

| L2 | yesterday | رُو ۔ رو البارحة |
|-----------|---------------------|--|
| L1 | Thank God. | ، رَ، يَهِ، رَ الحَمدِ الله (ع) |
| L2 | to you (pl.) | إلكم (ع) |
| L1 | God keep you safe. | أُلَّلَه يُسَلَّمَكُ (ع) |
| L3 | who, which | إللِي (ع) |
| L2 | today | -رور و اليوم |
| L2 | mother | و کی ہوں۔ ام – امہات (ج) |
| L3 | safety | 'ر کو امان |
| L4 | commandant | آمِرُ |
| L2 | American | ٱمْريكِيَّ |
| L4 | wait (to) | إنتظر |
| L4 | transferred (to be) | مرتيرًا (ع) |
| ь1 | I am | آني (ع) ، أُنَا |
| L1 | family | أَهُلُ ، عَائِلَةً |
| L2 | which | ٳۣۑ |
| L1 | yes | إي نَعُم |
| L1 | by God | إِي نَعُم رُمْ وَالْلَهُ (ع) إِي وَالْلَهُ (ع) |
| | ** | |

ب

| L3 | tomorrow | باچِر (ع) |
|-------------|-------------------|--------------------|
| L2 | at last | سِالْأُخْيِرُ (ع) |
| L1 | but, only if | بَسُّ (ع) ، فَقَطُ |
| L 2 | afterwards, later | بَعْدِينَ (ع) |
| L1 . | Baghdad (city) | ره ر بغداد |
| т.Э | Rahiat (namo) | 9 - 0 - |

L1 'home

۔ _ه کی و و و بیت – بیوت (ج)

ت

- L4 salute
- L2 Tom (name)
- L1 mind you
- L4 imagine (to)
- L2 come (imperative)
- L3 learn (to)
- L1 student
- L4 expect (to)

َ سَ کَ تحیّه

وم

تَرَیٰ (ع

تصور

تعال

ر - بت ر

تعلسم

تِلمِيدُ - تلاميد (ج

میں۔ توقع

ث

L4 second

ثاني

(E

- L4 bring (to)
- L1 Jassim (name)
- L1 be (to)
- L1 tea
- L4 new
- L3 try (to)
- L3 army

- ر جاسم
- چَانٌ (ع)
- چان (ع)
- چَاي (ع)
- جدید (ع) جدد (ع ، ج
 - َ . . کر . کر . جَيش – جَيُوش (ج)

| L1 | like (to) | - تت جب |
|----|-------------------------|--------------------------------|
| L1 | so that | م حتی |
| L3 | talk (to), speak (to) | حِچِيُّ (ع) - مُ رَكِ |
| L4 | Mr. | |
| L3 | put (to), put down (to) | ۔ ت حط |
| L4 | most welcome | ر . مره ۱۰۰۰ و حلت ِ البركة |
| L3 | Haydar (name) | م م ر حیدر |
| | • | |

L2 telphone (to)

L3 special

L2 especially

L4 finish (to)

L1 let (imperative)

 L2 office (governmental)
 (ج) دُوائْرُ الله الله

 L4 enter (to)
 دخلُ

 L2 send (to)
 در (ع)

 L4 doctor
 (ع) - دُكَاتْرَةً (ع ، ج)

 L3 doelma (dish)
 (ع) - دُكَاتْرَةً (ع ، ج)

L2 remind (to)

L2 will (in the future)

راح (ع)

L1 go (to) رَاحُ (ع)

want (to) L2

L3 head رُاسٌ (ع) – رُوسٌ (ع ، ج) رُائِدٌ رُائِدٌ

L4 major (rank)

L3 God

L2man

L1 Ramzi (name)

L4 visit (to)

L2 small

L1 time

L1 good

L2 nice

L4hour, clock, watch

L2 happy

| L1 | safety | ک سلامة |
|-------------|---------------------------|-----------------------------|
| L1 | greet (to), salute (to) | - ت - سلم |
| L1 | Salman (name) | ۔ ۔ ۔ سلمان |
| L3 | sumac (spice) | ر سَ ۔ سماك (ع) |
| L2 | hear (to) | سمع |
| L1 | chat (to) | ر ر سولف (ع) |
| L3 | make (to) | - ټ. ۱ سوي (ع) |
| L4 | sir, Mr. | - يه کي ک سيد - سادة (ج) |
| | ت | |
| L1 | see (to) | شَافٌ (ع) |
| L3 | kid (to) | شَاقَیْ (ع) |
| L1 | drink (to) | شرب |
| L2 | honor (to) | - ت ⁻ ر شرف |
| L2 | errand, matter, operation | شغلة (ع) |
| L1 | thanks | و • ۽ شکرا |
| L3 | what | ر شنو (ع) |
| L1 | little | هُ َ يَنَ . شوية (ع) |
| | | · |
| | ص | |
| L1 | happen (to) | صارَ |
| L1 | Good morning. | رر وم• ⁄ صباح الخير |
| L1 . | morning | مَـرَو ووکر صَباح / صبح |
| L1 | Sabiha (name) | و مبيحة |

| | | | 5 1 . 5 5 |
|-----|-----------------|------------|--|
| L2 | friend | | سديقَ – أصدقاء (ج) دكم و حرُ |
| L3 | branch | , | ہ کر رو کر پینف – صنوف (ج) |
| | | | |
| | | OB | |
| L3 | officer | | ر کر و مرکز داره سفراه (س) |
| L3 | laugh (to) | | َ کِ وَ کِ ضابِط — ضَاط (ج) ضَحِكَ |
| 23 | Laagn (60) | • | صحك |
| | | | |
| | | 6 | |
| L2 | cook (to) | | ر . ه طبخ (ع) |
| L4 | last (to) | | ري . طوّل (ع) |
| L3 | delicious | | طَيْبُ (ع) |
| | | | (C) |
| | | Ŀ . | |
| | | 9 | |
| L2 | noon | | د و ک ظهر |
| | | | |
| | | ۶ | |
| T 2 | -1 | | |
| L2 | pleased (to be) | | عجب |
| L2 | Arabic | | رر ؟ عربي |
| L2 | introduce (to) | | َ مَرْفُ عَرْفُ |
| L2 | invite (to) | | عِزَم (ع) |
| L2 | dinner | | عَشَا (ع) |
| L1 | Ali (name) | | ∕ ر علي - |
| L1 | buying (I am) | | عَلَىٰ حَسَابِي (ع) |
| L3 | have (to) | | ۔ عند |

| | - |
|---|---|
| | 9 |
| - | |

| | | | • • |
|----|-------------|---|--|
| L1 | something | | فدشِي (ع) |
| L2 | opportunity | | فدشي (ع) وورَّح ورج فرصة ـ فرص (ج) |
| L1 | idea | | فِكْرَةً - فِكُرُ (ج) |
| | | | |
| | | 6 | |

L2 present (to)

| L2 | say (to) | کُالٌ (ع) 🕟 |
|----|--------------|-----------------------------|
| L3 | kabab (dish) | كَبَابٌ (ع) |
| L1 | before | ُ د کَبُلُ (ع) |
| L4 | regiment | كَتْنَبُّةً - كَتَائِثُ (ج) |

L1 God bless you., May God increase your bounty.

L3 could L4 sit

L1 all L1 coffee, cafe

L1 no

L2 because

L4must

L3 grateful

| L4 | then | ر. لعد (ع) |
|------------|-----------------------------|--|
| L1 | when | لعد (ع) - ش لما |
| L 2 | why | لِيشٌ (ع) |
| L1 | Layla (name) | ليلئ |
| | | |
| L1 | No difference., No problem. | مًا يِخَالِفٌ (ع) |
| L4 | sorry | مَا يِخَالِفٌ (ع) مُتَأْسِفُ |
| L3 | like, as | مِثْلُ |
| L3 | signal (military) | و ~ ~ رکر مخابرة |
| L1 | school | مُوَرَبُهُ - مُدَارِسُ (ج) مُدرَسةً - مُدَارِسُ (ج) |
| L1 | period | رُوَّ وَ مَدَّ (ج) مُدَةً – مُدَّدُ (ج) |
| L 2 | manager | ر کو مرکز کو مدیراء (ج) |
| L1 | city . | َ مَرَ وَوَ كُو مَدِينَة – مَدَنَ (ج) |
| L2 | wife, woman | ريرو مرة (ع) |
| L1 | Good evening. | ررو مه م مسائر النير |
| L4 | adjutant | ر ر ک مساعد |
| L1 | traveling, traveler | ور کی مسافِر |
| L1 | anxious | ره۔ ۶ مشتاق |
| L1 | walk (to) | ر مشی |
| L2 | restaurant | ه مُعُم – مُطَاعِم (ج) مُحَّد – مُحَاتِب (ج) مُکتب – مُکاتِب (ج) |
| L4 | ···· office | َ ﴾ - کر َ رَ کَ کَ اَ کُو |
| L3 | lieutenant | و َ کو ملازم |
| | | بر دو ً ک |

also

here

quite a bit

L2

L4

L1

| L3 | of, from | | ه من ر |
|-----------|--------------|---------|--|
| L1 | weather | | مناخ |
| L3 | fit, suited | | و کر مناسب مناسب |
| L2 | engineer | (e) · | مهندس |
| L2 | not | | ر مو (ع) |
| | * . | Ċ | |
| L3 | club | | نادي – نُوادي (ج) |
| L2 | result | | نَتيَجةً - نَتَائِجٌ (ج) |
| L4 | half | | رَهُ نُص (ع) نَفْسُ – أَنْفُسُ (ج) |
| L2 | self | | َنْفُسُ - أَنْفُسُ (ج) |
| L1 | Noori (name) | | ر نوري |
| | | | |
| | | | |
| L2 | tonight | | مَالُلِيلَة (ع) هَالْلِيلَة (ع) |
| L1 | this | | ٦٠ / مذا هذا |
| Ľ1 | this (f.) | | هَذِي (مؤنث) |
| L2 | now | | َهُسَّهُ (ع) |
| L1 | Welcome. | | هُلاً (ع) ، أهلاً وُسَهُلاً |

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| L3 | or, otherwise | وُ الاَ (ع) |
|----|---------------|-----------------|
| L2 | even though | وكو . |
| ь2 | with | و تت ويا (ع) |
| ь2 | where | وُيونُ (ع) |
| | ي | |

| L4 | may be | ∠ و د پيجوز |
|----|-------------------------|----------------------------------|
| L2 | whenever | يِمْتَىٰ مَا / أَشُوكُتُ مَا (ع) |
| L2 | when (used in question) | يُّمتَىٰ / ٱشْوَكَتِّ (ع) |
| L3 | possible, may be | وه ر پيمکن |
| L1 | daily | <i>ي</i> ومياً |